



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

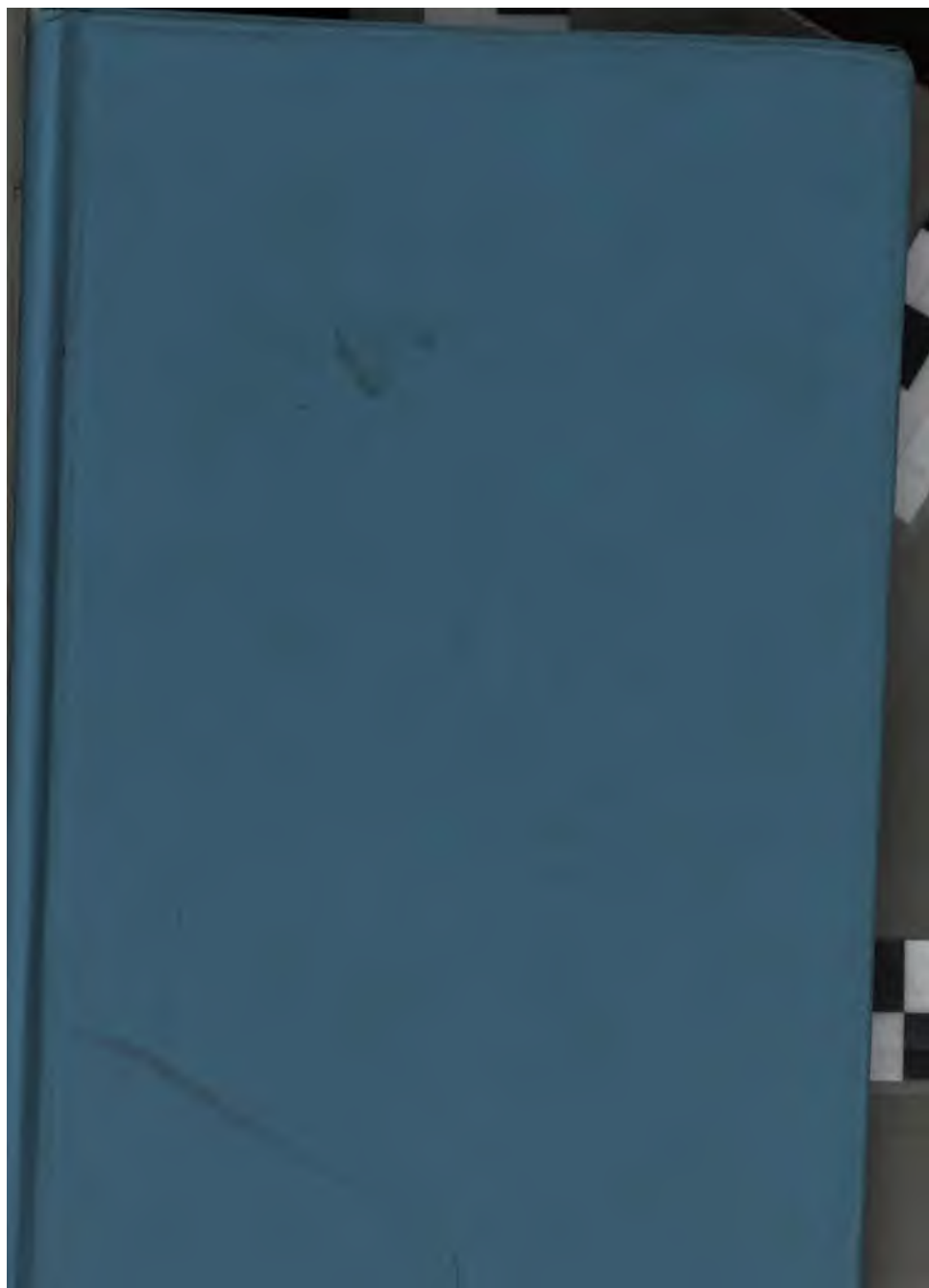
Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

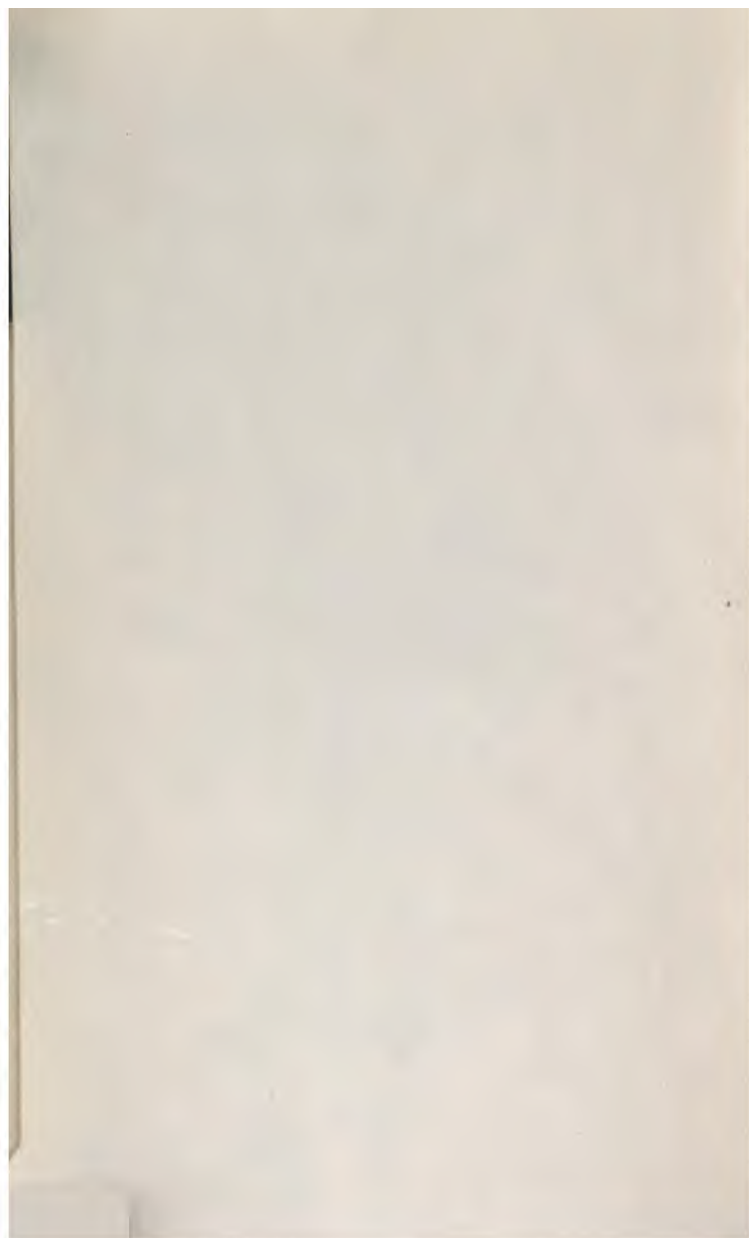
We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>





Handbook for Scout Masters

Boy Scouts of America



STANFORD LIBRARY

PROOF EDITION.

NOTE: A limited number of the proof edition of the Handbook has been made available with a view of securing constructive suggestions which might aid in making more perfect the final edition. All suggestions or criticisms should be submitted before June 1st, 1913.

STANFORD LIBRARY

Published under the supervision of the Editorial Board
Representing the National Council
OF THE

BOY SCOUTS OF AMERICA
200 FIFTH AVENUE, NEW YORK CITY.

Copyright, 1913
By Boy Scouts of America

181637

181637 181637





CONTENTS

CHAPTER		PAGE
I	Organization	<i>Editorial Board</i> 1
II	Scout Requirements	<i>Samuel A. Moffat.</i> 20
III	Principles and Methods.	<i>John L. Alexander</i> 59
IV	Fundamental Principles in Dealing with Boys.	<i>George H. Merritt</i> 89
V	Suggestions to Scout Masters	99
	Part I Programs for Scout Masters	<i>Irving E. Vining and George H. Merritt</i> 99
	Part II Manual of Marching	<i>Dr. Paul C. Phillips</i> 224
	Part III A Scout Field Day	<i>Samuel A. Moffat.</i> 230
	Part IV First Aid Drill for Boy Scouts.	<i>Dr. J. C. Elsom</i> 240
VI	Troop and Patrol Manage- ment	<i>George H. Merritt</i> 250
VII	Chivalry and Morality	<i>George H. Merritt</i> 278
VIII	Training of Patrol Leaders	<i>Ormond E. Loomis</i> 288
	Resolutions adopted at the Third Annual Meet- ing of the National Council	299

BIBLIOGRAPHY OF BOOKS

1. Technical Books	<i>Classified by George H. Merritt</i>	305
2. Fiction	<i>Classified by Frank- lin K. Mathiews.</i>	320
Index		340

CHAPTER I

ORGANIZATION

Origin of the Boy Scouts of America

In the beginning of 1910 the idea of introducing the Boy Scout Movement along lines similar to those of the English Boy Scouts, which had been organized in 1907 and developed under the personal supervision of Lieutenant-General Sir Robert S. S. Baden-Powell, was first proposed by Mr. W. D. Boyce of Chicago. Prior to this time a number of troops had been started in various parts of the country by men who had been impressed with the possibilities of the scheme, through reading Lieutenant-General Sir Robert Baden-Powell's English handbook, "Scouting for Boys." It is significant that Mr. Boyce's interest was occasioned because of an actual service rendered him in true Scout spirit by a London Boy Scout, who because of his obligation to do a good turn daily and the rule against the acceptance of tips, greatly astonished and impressed Mr. Boyce. After conference with Sir Baden-Powell he secured the coöperation of friends in Washington, D. C., and proceeded to incorporate an organization of the Boy Scouts of America under the laws of the District of Columbia. This was effectively accomplished on February 8th, 1910. Headquarters for the Boy Scouts of America were temporarily established at 124 East 28th Street, with the coöperation of representatives from a number of National organizations having headquarters in New York City.

Growth and Development.

Simultaneously with this effort, other organizations established National Headquarters for themselves. Happily, however, before the middle of July, 1910, all of these organizations with the exception of the American Boy Scouts merged with the Boy Scouts of America. It was largely through the efforts of Mr. Edgar M. Robinson that the different organizations were brought together. From the

beginning he saw the possibilities of the Scout movement; his wide experience in boys' work enabled him to give wise counsel in his endeavor to have the movement inaugurated under satisfactory conditions. The continuance of the American Boy Scouts in the field proved to be a source of embarrassment and greatly retarded the proper development of the movement in this country. Furthermore it was one of the important factors in causing a misunderstanding as to the true aims and purposes of the movement because so much emphasis was placed by the American Boy Scouts upon military drill and training.

Through the influence of Adj. General Verbeck, one of the National Scout Commissioners, the National Scouts disbanded early in the year.

The National Council.

Early in the summer of 1910, it was deemed wise to secure for the movement a more representative and substantial backing. A conference was called of representatives from all existing organizations who might be interested in the development of this new organization. As a result of this meeting, at which thirty different existing organizations were represented, a committee on permanent Organization was appointed. This committee consisted of Ernest Thompson Seton, Chairman; Lee F. Hanmer, Secretary; George D. Pratt, Treasurer; Dr. Luther H. Gulick, Jacob A. Riis, Edgar M. Robinson, Colin H. Livingstone, Daniel Carter Beard, Adjutant-General William Verbeck and Col. Peter S. Bomus. As a result of the deliberations of this committee a working plan of the present organization was developed. This puts the administration of the Boy Scouts of America as an association in the hands of a National Council working through an Executive Board. This National Council is composed of representative and prominent men who are selected for their positions by Local Councils throughout the country. The officers of this National Council are an Honorary President, two Honorary Vice-Presidents, a President, five Vice-Presidents and a Treasurer. There are also a National Scout Commissioner and a Chief Scout who are honorary members of standing committees. The president of the National Council is the active head of the organization. Unfortunately at this time, the infant organization was reared by a visit from Lieutenant-General Sir Robert

S. S. Baden-Powell. A dinner was arranged at the Waldorf Astoria in New York City. The presence of the General and the publicity gained did much to focus the attention of the American people on the organization as the real organization of the Boy Scout movement in this country.

Early Definite Accomplishments.

The demand for information from all parts of the country compelled the hasty production of a mass of literature giving an outline of the movement. Six bulletins were written and a revised edition of the English handbook for boys hastily prepared under the direction of Mr. Ernest Thompson Seton. The organization will ever be under obligation to Mr. Seton for his unremitting zeal and effort to produce this book and for his willingness to send it out in an uncompleted form in order to meet the insistent requests from the field.

President Taft cordially consented to serve as Honorary President of the organization and Col. Theodore Roosevelt as Honorary Vice-President. Colonel Theodore Roosevelt and Honorable Gifford Pinchot have become more closely identified with the movement by accepting membership on the chief scout staff, Colonel Roosevelt as Chief Scout Citizen and Mr. Pinchot as Chief Scout Woodsman. Other men of national reputation accepted membership on the National Council. An unusual group of efficient men consented to serve as members of the Executive Board. They not only gave freely of their money but generously gave much time at this important period in the development of the Movement.

Beginning January 1st, 1911, permanent headquarters were secured in the Fifth Avenue Building and an executive officer was employed. The first meeting of the National Council was held February 14th and 15th at Washington, D. C. The members assembled in the East Room of the White House and were addressed by President Taft. In connection with the meeting of the National Council, there was a conference of Scout Masters and Scout Commissioners.

The Executive Board and Its Duties.

At each annual meeting the National Council elects an Executive Board of eighteen members, who have immediate charge of all the business of the organization. This Board

having also legislative powers, makes its own rules, grants charters to Local Councils and credentials to Scout Commissioners and Scout Masters, copyrights badges, insignia, and other scout designs, arranges for their manufacture and distribution, selects designs for uniforms and scout equipment, and appoints an executive officer or Chief Scout Executive and such other officers and employees as may seem desirable.

National Headquarters.

These latter officers and employees have charge of the bulk of the national business of the organization and the routine work of the National Headquarters. They hold their positions at the pleasure of the Executive Board.

The Chief Scout and His Staff.

Also upon the recommendation of the Executive Board, the National Council elects a Chief Scout, who is the honorary head of the organization. He appoints and is the active director of his own staff, made up of experts on the different phases of Scouting. This staff consists of the Chief Scout offices of Surgeon, Woodman, Stalker, Camp Master, Citizen, Director of Health, Director of Athletics and Director of Chivalry. These officers are appointed with the approval of the Executive Board, and are specifically charged with the development of the Scout programs.

The National Scout Commissioner and Staff.

The National Scout Commissioner is the head of a staff of official representatives of the various national organizations engaged in work with boys and also interested in the Scout program. The Commissioner and his staff adapt the activities to the needs of the groups represented, and work for the development of a high grade of leadership in boys' work.

The Community and the Local Council.

The promotion of the Boy Scout Movement is essentially a community enterprise. It is the community's opportunity to reach the boy with corrective influences for character building and good citizenship. To give the work *proper* direction, a governing committee, known as the *Local Council*, is needed in each community where *Scouting is developed*. Like the National Council these are com-

posed of men who are seeking for the boys of the community the very best things possible, and who are representative of all community interests. The Local Council, through Scouting, makes a valuable asset of the boy; it makes him coöperative in promoting the interest of the community and places a value on the minority years of his citizenship life; it is proof of the community's interest in the healthful, normal, mental and moral development of its boys.

The Local Council and Its Officers.

The Local Council receives its credentials or charter from the Executive Board of the National Council. It is composed of men representing all the various religious beliefs and interests of the community. Its boundaries are the political boundaries, or the borough or city lines of the municipal commonwealth. The Local Council through its officers,—its Court of Honor, Scout Commissioner, and various committees,—deals with all local Scouting matters. The Local Council has full authority within its own territory, and the National Organization depends upon it for recommendations in the issuing of badges and the appointment of Scout Commissioners and Scout Masters.

Methods of Organization of Local Councils.

In order to understand thoroughly the duties and activities of the Local Council, it is needful to know how such a council is organized. A small group of six or seven men who believe in the scout idea and wish to start the movement in their community, should meet as a "Committee of Organization," to take such steps as are necessary to awaken an interest in the movement, and bring about the regular organization of a Local Council. Details of the plan to be pursued should be carefully considered, and the work divided among the men present. In proceeding to organize a Local Council, the following steps must be emphasized:—

The Publicity Campaign.

First—The necessity for a community-wide publicity campaign in an effort to inform the public generally about the Scout Movement is all-important. This may be accomplished through the medium of the local newspapers, by personal interviews and by public addresses. It should be clearly stated in articles and interviews that the P

h Scout Movement is not antagonistic to any civic enter-
c prise, but rather seeks to coöperate with all other good
n movements in the interest of the boy. The Movement is
a wholly *non-sectarian* and plans to work with every sect
a and creed alike; it is *non-military*, and seeks to promote
e Peace Scouting and to develop educational character-build-
f ing for good citizenship. It is wholly *non-partisan*. It
s cannot favor one interest against another and cannot coun-
tenance interference on any debatable questions, whether
t social, religious or political. It seeks to make the boy a
r more useful and appreciative son to his parents or to those
t to whom he owes his home comforts, a more diligent and
obedient student in his school life, a more valuable aid to
the community in promoting its material progress and pro-
tection, and a more efficient and better prepared young man
t in development for future citizenship and the pleasures and
t hardships of mature existence.

Coöperation with Other Interests.

t By personal interviews, the committee on organization
t should seek to enlist the interest and coöperation of the
t principals and superintendents of public and private schools,
(representatives of churches, Sunday Schools, boys' clubs,
f (both denominational and undenominational) directors of
s playground associations, settlement houses, etc., and wher-
f ever possible, should endeavor to present the work by ad-
resses in churches, schools, city clubs, or other organiza-
tions interested in the welfare of boys. Suggestive material
c for newspaper articles and lantern slides for illustrated
t lectures are always gladly furnished by National Headquar-
t ters.

Membership of Representative Citizens.

i Second — A selected list of representative citizens should
i be interviewed to obtain their consent to serve as members
of the Local Council. All different creeds and sects should
be recognized and all organizations dealing and working
with boy-life should be represented. The following is a
list of some of the sources from which to select members
of the Local Council:— civic authorities, boys' clubs, char-
ity associations, juvenile courts, public schools, Sunday
Schools, church clubs, men's brotherhoods, Young Men's
Hebrew Associations, Young Men's Catholic Associations,
Young Men's Christian Associations, playground associa-

tions, boys' brigades, social workers' clubs, medical societies, settlement houses, business and professional men, the Press, the police forces, fire departments, military organizations, and public and private institutions for boys. The number of men composing the Local Council should be determined by the size of the community. In a small town there should be at least ten members; larger communities may have from twenty-five to one hundred and fifty or more.

A Constitution.

The committee on organization should further be prepared to submit to the newly organized Council a Constitution and By-Laws for their approval. It is deemed advisable that the following Constitution be adopted without alteration; the By-Laws, however, should be changed to meet local requirements. As suggestions the following Constitution and By-Laws are herewith submitted:—

SUGGESTED CONSTITUTION AND BY-LAWS

For a Local Council of

THE BOY SCOUTS OF AMERICA.

ARTICLE I.—NAME.

The name of this organization shall be the
Council of the Boy Scouts of America.

ARTICLE II.—OBJECT.

The object of this organization shall be to promote the general welfare of the Boy Scout Movement, within
..... under the direction and with the coöperation of the National Council of the Boy Scouts of America.

ARTICLE III.—MEMBERSHIP.

This Council shall be composed of members, representing the civic, business, educational, philanthropical, religious, and other interest of

(In some communities the following section has been added as Section 2 of Article III. This is merely printed as a suggestion and need not be included in the Constitution required by the National Council):—

There shall also be contributing, associate, sustaining, patron, and life memberships, which classes shall have the right of attendance and participation in debate at all meetings of the Council, but no vote.

8 The Scout Masters' Handbook

(A) A contributing member shall be any person who contributes not less than \$1.00 per annum to the support of the organization.

(B) An associate member shall be any person who contributes not less than \$3.00 per annum to the support of the organization, \$1.00 to be used for the local council, \$1.00 as a subscription to *Boys' Life Magazine* and \$1.00 to the work of National Headquarters.

(C) A sustaining member shall be any person who contributes not less than \$5.00 per annum to the support of the organization.

(D) A patron member shall be any person who contributes not less than \$25.00 per annum to the support of the organization.

(E) A life member shall be any person who contributes \$100.00 at one time to the support of the organization.

ARTICLE IV.— OFFICERS AND ELECTIONS.

Section 1.— The officers of the Council shall consist of a President, one or more Vice-Presidents, Secretary, Treasurer, and Scout Commissioner.

Section 2.— The regular election shall be held at the annual meeting to be held on the third Tuesday of in each calendar year, and all officers shall serve until the next annual election, or until their successors have been elected.

Section 3.— Any vacancies occurring in the membership of the Local Council or in the officers thereof may be filled temporarily by the Executive Committees, but shall be filled permanently only by action of the Council.

ARTICLE V.— MEETINGS.

Section 1.— The Council shall hold two stated meetings in each calendar year on the third Tuesday of and and the meeting in shall be the annual meeting of the organization.

Section 2.— Due notice of all regular meetings shall be sent to all members of the Council.

Section 3.— Special meeting of the Council may be called by the President upon his own authority and shall be called by the President and Secretary upon petition of *any* members of the Council, provided that *notice in writing be given each member not less than two calendar days before such meeting.*

Section 4.— A quorum shall consist of.....members.

ARTICLE VI.— COMMITTEES.

Section 1.— The standing committees shall be an Executive Committee, a Finance Committee, a Nominating Committee, and a Court of Honor.

Section 2.— The Executive Committee shall consist of the officers of the Council, who shall serve respectively as chairman, vice-chairman, and secretary of the Committee, together with,other members elected at the regular annual election. A quorum of the Executive Committee shall consist of.....members. The duties of the Executive Committee shall be as follows:—

(a) To pass upon the qualifications of Scout Masters and Assistant Scout Masters on recommendation of the proper authorities in charge of local troops.

(b) To register troops, patrols, and scouts.

(c) To award badges and other honors on recommendation of the Court of Honor.

(d) To recommend lines of instruction in Scoutcraft to Scout Masters.

(e) To represent generally the Council in the supervision and protection of the Scout Movement in

Section 3.— The Finance Committee shall consist of.... members appointed by the President, of which the Treasurer shall be ex-officio chairman. The Finance Committee shall have charge of raising funds for the expense of the Council, and shall approve all expenditures.

Section 4.— The Nominating Committee shall consist of three members of the Council appointed by the President not later than one month before the annual meeting. The Nominating Committee shall name a President, Vice-President, Secretary, Treasurer, and.....additional members of the Executive Committee to be placed in nomination at the annual election, but the Council shall have the right to nominate and elect any other persons.

Section 5.— The Court of Honor shall consist of five members appointed by the President, of which the Scout Commissioner shall be an ex-officio chairman. It shall be the duty of the Court of Honor:

(a) To administer the tests and oaths of membership in the Boy Scouts of America.

(b) To administer the tests for all other honors and awards.

(c) To pass final judgments on appeals from Scout Masters' decisions.

Section 6.—All committees shall serve until the succeeding annual election or until their successors shall have been appointed.

ARTICLE VII.—AMENDMENTS.

Section 1.—This constitution may be amended at any meeting of the Council called for such purpose by a two-thirds vote of those present, provided that the proposed amendment shall be stated in the written notice calling the meeting, or it may be amended at the annual meeting inby a two-thirds vote of those present without such written notice, and provided further that such amendments shall be effective only when it shall receive the written approval of the National Council.

BY-LAWS

Article 1.—The activities of the Boy Scouts under this local Council shall be those that have been laid down by the National Council in the "Handbook for Boys," "Scout Masters' Manual," and in the official Bulletins of the Boy Scouts of America.

Article 2.—The minimum age of the Boy Scout shall be twelve years.

Article 3.—Advancement of a Boy Scout from one degree to another and winning of merit badges shall be strictly in accordance with the requirements of the official manual.

Article 4.—The Scout Oath and Scout Law as laid down in the Official Manual by the National Council of the Boy Scouts of America, shall be strictly adhered to, and willful infringement of the same shall be regarded as sufficient ground for the removal of a Boy Scout or Scout Master.

Article 5.—The Official Uniform shall be that which has been adopted by the National Council of the Boy Scouts of America.

Article 6.—The motto of the Boy Scouts of America, "Be Prepared," and their badge a fleurdelis arrow head with a shield and the American eagle superimposed, with a scroll upon it with said motto, "Be prepared," shall be the motto and the badge of this Council.

Article 7.—The activities of the Boy Scouts shall be conducted along the following lines:—

1.—The religious instruction of the boy shall be left to the church or institution of which he is a member or an adherent.

2.—The activities of the Boy Scouts shall be Peace Scouting in character.

Article 8.—Reports of the work of this committee shall be sent to the National Council of the Boy Scouts of America on request.

Article 9.—These By-Laws may be amended by a majority vote of the members present at any meeting, provided that at least one week's notice of the proposed amendment shall be given to all members.

Public Meeting for Plans of Organization.

Third—A public meeting should be arranged for at which the entire plan of organization should be submitted. This meeting should be for adults only. Sufficient notice should be given through the daily papers in order that everyone, who is at all interested in the scout work, may be able to attend and take part. Wherever necessary, special notices should be sent by mail. Greatest care should be exercised both in choosing the date and in the proper selection of a meeting place. The time of the meeting should not conflict with anything else of general interest to the public; and the meeting place ought to be centrally located in order to be available to all parts of the community alike, and should be wholly non-partisan in order not to give cause for prejudice to any class at this very important stage in the development of the work.

Need for a Clear Conception of Purposes and Results.

In planning the program of this meeting, everything should be done with a view to giving the people of the community a clear conception of the aims of the Movement and its unusual possibilities for good among boys, so as to enlist their friendship and secure their sympathetic support. The chairman of the meeting should be one of the most representative men available in the community, but preferably not connected with the militia. Military men have greatly aided the Movement with their support, but it is essential because the character of the Movement is Peace Scouting, to have men as officers in the Council who *are not connected with the military*, so that the ideas of

Application for a Charter.

At an early date, after the organization of a Local Council and the selection of a Scout Commissioner, application should be made to the National Headquarters for a local charter and for the official appointment of the Scout Commissioner. In making this application, a complete list of officers and members of the Local Council should be submitted together with a statement showing what business and religious interests each member represents in the community. In order to obtain a charter it is necessary to have a Council of at least ten members, but whenever possible it should include many more representative men. All requests for charters should be submitted on a regular application blank which will be supplied by the National Council.

The Selection of a Scout Commissioner.

Much of the value and success of the Scout work depends upon the proper selection of efficient Scout Commissioners. Every community needs someone to give the Scout Movement direction and act as the local authority on all Scoutcraft matters. In almost every community there is some man who has had considerable experience in out of door life, whose natural qualifications for leadership would commend him for the position of Scout Commissioner.

The Scout Masters, for the most part, are volunteer workers, and when they give one evening a week, with perhaps a Saturday afternoon in addition, to the boys in their care, they cannot be expected to do much original work in the preparation for Scout meetings. They want to feel that there is someone who knows Scoutcraft better than they, to whom they can go for advice and help. If this advice and help is not forthcoming without a great deal of effort on their part, they are likely to become discouraged and give up their scout work. Therefore, while the Scout Commissioner is usually a volunteer worker, it is essential that he should be able to give considerable time to the work, so that it shall have proper supervision. When a Local Council has secured the services of a capable and efficient man to serve as a Scout Commissioner, he should make *proper application* to National Headquarters for his official *commission*. Application blanks will be mailed upon request.

The Scout Master — His Duties and Responsibilities.

The officer of the organization in immediate charge of the boys is the Scout Master. He must be at least twenty-one years of age, and is usually chosen because of good moral character and interest in the development of boys. He should be genuine in his own life, have the natural ability to lead, and should command the boys' respect and obedience. He need not be an expert on Scoutcraft, but he should at least by personal study and effort seek to keep himself enough in advance of the boys to be prepared on the different topics of study as they are considered in the program; moreover, a good Scout Master will easily progress through his mature comprehension of the work and by his own initiative, and will discover experts to aid him in the various activities. As a leader of the troop, the Scout Master is responsible for its meetings, outings, and general program; he supervises the work of patrol leaders and prepares the members of the troop to take their various scout examinations. He is the representative of the Local Council in charge of a troop, and is responsible to the Council in carrying out the Scout program as outlined in the official "Handbook for Boys," and for the use of badges, uniforms, and other Scout equipment; but his independence and initiative in his manner of carrying on his work is not to be questioned. It is essential that he consult with the Local Council or Scout Commissioner on every important question that may effect the movement, either locally or nationally.

The Method of Obtaining a Scout Master's Commission.

A man may apply for commission as Scout Master by filling in properly a blank form similar to that of the Scout Commissioner. This, duly made out, is filed with the secretary of the Local Council with the necessary fee. It is then the duty of the Secretary to bring the application before the Executive Committee of the Local Council for its approval, and having secured such approval to send the application with the proper fee to the National Council Headquarters with a request that a certificate of commission be granted. Where there is no Local Council established, the applicant for the Scout Masters' commission should send the application blank with the requisite fee o

25 cents direct to National Headquarters. Then upon proper investigation through given references of the applicant, the application is passed upon by the Executive Board of the National Council. Blank applications will be mailed upon request.

Assistant Scout Masters.

When the Scout Master cannot give all the time he would like to in the direction of scout work with his troop, and especially where the membership is large and the boys are anxious to meet oftener than the Scout Master can attend, assistance can be secured through the appointment of Assistant Scout Masters. In such case, these Assistants must be at least eighteen years of age, of good moral character, and acceptable to the Scout Master and Local Council. It is the Assistant Scout Master's duty to take the place of the Scout Master in the latter's absence, and to carry out the program under his suggestions and direction. Often young men are appointed to such position after they have reached the age of eighteen and have already been First Class Scouts; the step up from one rank to the other is a natural promotion for the energetic and efficient First Class Scout. The Assistant Scout Master fills out an application for commission on a blank very similar in form to that for Scout Masters, and the procedure of application, consideration by the National Executive Board, and appointment by official certificate is the same.

Troops and Patrols.

The Boy Scouts, themselves, are organized into troops and their subdivisions, the patrols. A patrol consists of eight boys, one of whom becomes the patrol leader, and another the assistant patrol leader. A troop consists of three or more patrols, but preferably three, as that seems to be the most efficient for working purposes, and a Scout Master can do a great deal better work with a small group of boys than with a large one. It is one of the emphatic rules of the National Organization that boys under the age of twelve years must not be enrolled.

Troop Affiliations.

Patrols and troops are usually organized in connection *with a Sunday School, boys' club, playground, public school, settlement house, or other local institution.* In this case

the meeting place is furnished by the organization introducing the Scout work. Under special circumstances and where it is impossible to make use of existing institutions, troops are sometimes organized independently among the boys of the neighborhood. In such case, the first duty of the prospective Scout Master is to secure a club room or meeting place where regular weekly meetings can be held. Better results, however, are generally secured when troops are connected with some well-established institution.

Preliminary Troop Meeting.

When arranging a preliminary meeting for the organization of a troop, publicity should be avoided, as otherwise there will probably be more applicants than can be well managed at the preliminary meetings. It is always best to start with a few boys, preferably a patrol, and develop gradually in size and efficiency. A Scout Master should never begin with more boys than can easily be handled and given the first lessons in Scouting. At this first meeting it will usually be found that a goodly proportion of the boys already know something about Scouting, and therefore they should understand that a troop is to be organized because of their personal interest in the Scouting work. They should be put at ease, and their interest and enthusiasm should be encouraged and developed as much as possible. The method of developing the organization should always be natural rather than artificial. Starting with the knowledge already possessed by the boys and their awakened enthusiasm as a basis upon which to build up the Scout work, the Scout Master should proceed naturally in succeeding meetings to enlarge their interest, so as to include the many other things connected with Scouting.

The "Daily Good Turn."

As the work develops, the importance of the "Daily Good Turn" and the principles of the Scout Law should be emphasized. The boy must be led to realize that much more is expected of a Scout than of any other boy in the community; he should know that there is lots of hard work to be done, and that the harder the work, the more good it will do him and the greater the fun.

A Plan for Training Patrol Leaders.

At the first meeting, after furnishing the boys with application blanks to be filled in and signed by their parents,

it is best to arrange for a definite date of meeting for the purpose of definitely organizing patrols. In a number of places it has proved successful to adjourn this second meeting long enough to allow sufficient time for the training of leaders, who will assist with the organization at the next meeting. Suppose there are twenty-four boys at this first meeting. As soon as practicable six of these boys should be selected as leaders and assistants and organized as a Scout patrol. Then the training of these boys in the Scout principles should be begun at once, preparing them for the Tenderfoot Requirements. When they have successfully passed the examination, the first regular meeting should be called and the whole troop organized into patrols. In this way the twenty-four boys may be formed into three patrols of eight boys each with a trained patrol leader and assistant patrol leader in charge of each. The fact that these leaders have passed the Tenderfoot requirement will give them prestige among the other boys. The leaders should be given real responsibility; they should feel that their special task is to teach, influence, and lead the boys of their patrol. In assigning the boys to the patrols it is advisable to group boys as near the same age as possible, taking into consideration the natural instincts of the boys and their desire for association with one another. This is often a more important factor than age.

Things to Remember.

There are several things with which every Scout Master should be familiar in organizing a new troop, namely the official words of caution sent out to each Scout Master through the medium of books, bulletins, and Scout papers from the National Headquarters. These five cautionary measures follow:—

Start Efficiently.

1. In organizing, begin on a small scale. Do not undertake a greater task than can easily be done with credit. It is better to begin Scouting with a few older boys, giving them careful training in the principles of the movement, so that they in turn may render some assistance in promoting the work among other boys.

Keep Correct Age-Limit.

2. Do not enroll boys *under twelve years* of age. They do not stick and will only lessen the interest of the older

members who really need what the Scout work can give them. Scouting is a comprehensive plan of activities to enlist and enlarge the interest and to help the development particularly of the adolescent boys; and boys under twelve are generally too young to understand seriously the principles of Scouting or be materially helped by the movement.

Build Strong Impression of Scout Principles.

3. Do not fail to impress upon the boys the importance of the Scout Oath, Scout Laws, and the requirements for the various degrees. While there is some danger in making the examination so hard as to discourage the class of boys who need the work most, yet you must guard against any tendency to make the tests too easy.

Be Original in Meetings.

4. Do not undertake at the beginning to give the boys everything there is in Scoutcraft. Work out your own plan with the boys from time to time, carefully avoiding a stereotyped form of meeting at each session, and always reserving something of interest for the next meeting.

Urge Ideal of Peace Scouting.

5. The primary object of the Boy Scouts of America is not military, but Peace Scouting and educational character-building for good citizenship.

CHAPTER II

SCOUT REQUIREMENTS

BY SAMUEL A. MOFFAT,
National Field Scout Commissioner.

Test Requirements.

Hardly a day passes but that one or more Scouts write to National Headquarters asking for additional information about someone of the requirements for the Tenderfoot, Second Class or First Class Scout tests. All the requirements for the different Scout ranks are fully outlined on pp. 16-18 of the "Handbook for Boys."

Tenderfoot Requirements.

In discussing this subject, however, it should be understood that no deviation from the requirements for these degrees as set forth in the Handbook will be permitted unless in extraordinary cases, such as physical inability and where the written consent of National Headquarters has been obtained by the recognized local authorities. It is very important that the standard of requirements be maintained and that boys in all parts of the country be required to pass the same set of tests in order to be enrolled as Second Class or First Class Scouts. In fact, the Scout badge should give assurance that the boy wearing it is capable of doing the things that are the measure of a Scout. Even if excused by the Scout Master from passing one of the required tests a Scout would feel that he were sailing under false colors if forced to confess his inability to do that particular thing. Even if the requirement seems hard, persistent effort and the exercise of a little patience should enable one boy to meet the requirements as well as any other boy. It should always be kept in mind that what has been accomplished by one can usually be accomplished by another fellow if he but *wills* to do it.

Very frequently some Scout who finds it hard to learn to swim appeals to his Scout Master to write to the Na-

tional Headquarters for a substitute. This is wrong. Every Scout, every boy for that matter, should know how to swim. Swimming is conceded to be the most graceful of all physical exercises and furnishes a better all-round development than any other sport. Besides being a personal safeguard, it prepares the Scout for service in saving the lives of others. There is no good reason why a boy should be excused from meeting so necessary a requirement, except possibly the fact that he is physically unfit. Even then it would be far better for a boy to enlist the care of a competent physician to help him regain his health to meet this requirement before he undertakes to complete the examination for his First Class badge.

The Tenderfoot.

The requirements for the Tenderfoot degree are for the purpose of giving the newly elected Scout a clear idea of the principles of the movement which he is joining. In reality the Tenderfoot is not a Scout at all. He is only a "green-horn" who has taken out his first papers, and is placed upon probation to become familiar with the laws that govern Scouts everywhere and to put into practice in daily life principles that will enable him to become resourceful, self-reliant, and of service to others.

Age Limit.

This statement prefaces the requirements for the Tenderfoot degree, "To become a Scout a boy must be at least twelve years of age." This does not mean that a boy be "in his twelfth year" but that he has actually passed his twelfth birthday. The requirements of the Scout Movement are such that only the older boys are capable of properly understanding them. The hikes and endurance tests are too severe for younger boys. The two classes of boys care for entirely different sports and activities and it is not fair to the older boys of the patrol to be handicapped by youngsters who cannot keep up with the requirements. The underlying principle of Scouting is the development of community interest among boys. Community interest awakens with adolescence. There is as little toleration for the younger boy by older boys as there is among men for the youth of eighteen or nineteen. In fact, it is quite generally true that the older boy will not associate with boys whom he considers "mere kids." It would be, therefore,

unfair to the organization to limit its effectiveness in dealing with adolescent problems, by seeking to enroll boys under twelve years of age.

The Scout Master is placed upon his honor not to violate this fundamental requirement. The age limit, therefore, has been fixed at twelve as the youngest age at which a boy may join a patrol of Scouts. During the period of organization of the Scout Movement in this country some boys under twelve were admitted to patrols and are now of Tenderfoot rank. It would not be fair to ask them to withdraw, but it is only right that they should not become Second Class Scouts until they have reached their twelfth birthday. In the future, however, no boy under twelve will be allowed to join the organization. This is one of the hard and fast rules that Scout Masters are asked to live up to and in fairness to others no one should ask that an exception be made. Junior Scout clubs will not be officially recognized.

Knowing the Scout Oath and Law.

The first requirement for the Tenderfoot is that he know the Scout law, sign, salute and the significance of the badge. These are fully explained on pages 12 to 16 of the "Handbook for Boys." The question is often asked in what sense the Scout should know these things. Should he memorize word for word so as to be able to repeat each law and the interpretation of it, or should he be able to give the meaning of each law as he understands it? It is not the purpose that a boy be able to repeat these laws as he would poetry, but that he may so firmly fix in his heart and mind that a Scout is trustworthy, courteous, clean, etc., that these may become part of his daily thought and life. It is better for a boy to learn every word of these laws and to repeat them daily until his habits of living become firmly set than to allow any Tenderfoot (having learned them for that purpose only) to take his test and thereafter to forget all about them. Similarly the Scout Oath is an obligation that should not be taken lightly by the Tenderfoot, who should never have to confess that he has forgotten the three planks. The various parts of the badge, the trefoil, the eagle, the scroll and the knot are constant reminders of his obligation as a Scout, and he should be able to explain their significance.

Composition and History of the Flag.

The second requirement is that he know the composition and history of the National Flag and the customary forms of respect due to it. The following brief history has been prepared to meet this requirement. It is merely suggestive and should only be used as a basis for further knowledge of the National Flag. The customary forms of respect are suggested by the Sons of the Revolution, State of New York.



THE STARS AND STRIPES

History fails to inform us who first suggested the idea for the composition of the National Flag. Some writers claim that the design was suggested by George Washington's coat of arms, while others say that the stripes were taken from the thirteen stripes in the banner of the Philadelphia Troop of Light Horse. The story, however, most generally accepted, is that the first flag was planned and made in 1776 by Betsy Ross, who kept an upholstery shop on Arch Street, Philadelphia, and that this, a year later, was adopted by Congress. The special committee appointed to design a national flag consisted of George Washington,

Robert Morris, and Col. George Ross, uncle of the late husband of Betsy Ross. The star that the committee decided upon had six points, but Mrs. Ross advised the five-pointed star, which has ever since been used in the United States flag. The flag thus designed was colored by a local artist, and from this colored copy Betsy Ross made the first American flag. (See B. H., pp. 339-340.)

The first time that the new flag of the United States was carried in battle was at Fort Stanwix, named Fort Schuyler, where Rome, New York, now stands. The first salute ever given "Old Glory" by a foreign power, was when the *Ranger*, commanded by Captain Paul Jones, entered a French harbor in 1778 and received a salute from the harbor forts. When Washington was in command at Cambridge, in January, 1776, the flag used by him consisted of a banner of thirteen red and white stripes with the British Union Jack in the upper left-hand corner. This was known as the great union flag. For a period of seventy years preceding the War of the Revolution the flag generally used by the American colonies was made up of the red cross of Saint George, representing England, and a white cross, which represented Scotland. This was known as the Union Flag. During the first two years of the Revolutionary War all kinds of battle flags were carried on land and sea. These were of various designs and their emblems represented local sentiment. Every Colony and almost every section had its special flag. One of the most famous of these was a yellow flag with the emblem of a rattlesnake and the motto, "Do not tread on me," underneath it. Also two trees are closely associated with the history of the flag, the pine and the elm. One of these was a reproduction of an old elm which stood on the corner of what is now Washington and Essex Streets, Boston. This was known as the "liberty" tree and was the scene of many patriotic meetings. On November 3rd, 1773, the citizens of Boston gathered under this tree to consider resolutions protesting against the Stamp Act. This resolution being ignored, resulted in the famous Boston Tea Party, December 6th, 1773. The pine tree also appeared on the silver coins of the Massachusetts colonies as early as 1650.

The official history of our flag begins on June 14, 1777, when the American Congress adopted the following resolution proposed by John Adams:

Resolved: That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white on a blue field, representing a new constellation.

"We take," said Washington, "the star from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty."

In designing the flag there was much discussion as to the arrangement of the stars in the field of blue. It was thought at one time that a new stripe as well as a new star should be added for each new State admitted to the Union. Indeed, in 1794, Congress passed an act to the effect that on and after May 1, 1795, "the flag of the United States be fifteen stripes, alternate red and white; and that the union be fifteen stars, white in a field of blue. These additional stars and stripes were for the States of Vermont and Kentucky.

The impracticability of adding a stripe for each State was apparent as other States began to be admitted. Moreover, the flag of fifteen stripes, it was thought, did not properly represent the Union; therefore, on April 4, 1818, after a period of twenty-one years in which the flag of fifteen stripes had been used, Congress passed an act which finally fixed the general flag of our country, which reads as follows:

An Act to Establish the Flag of the United States.

Sec. 1. Be it enacted, etc. That from and after the fourth day of July next, the flag of the United States be thirteen horizontal stripes, alternate red and white; that the union have twenty stars, white in a blue field.

Sec. 2. Be it further enacted, that, on the admission of every new state into the union, one star be added to the union of the flag; and that such addition shall take effect on the fourth day of July succeeding such admission.

Respect Due to the Flag.

The customary forms of respect due the flag are:

1. It should not be hoisted before sunrise nor allowed to remain up after sunset.
2. At "retreat," sunset, civilian spectators should stand at attention and give the military salute.
3. When the national colors are passing on parade or review, the spectators should, if walking, halt, and if sitting, rise and stand at attention and uncover.
4. When the flag is flown at half staff as a sign

mourning it should be hoisted to full staff at the conclusion of the funeral. In placing the flag at half mast, it should first be hoisted to the top of the staff and then lowered to



SALUTE TO THE FLAG

position. Preliminary to lowering from half staff it should first be raised to top.

5. *On Memorial Day, May 30th, the flag should fly at half mast from sunrise until noon, and full staff from noon to sunset.*

Knowledge of Knot-Tying.

The third requirement is not at all difficult. If the Scout will secure a piece of rope two or three feet long and sit down with the Handbook before him he will find it very easy to follow the instructions for making any of the required knots given on pages 48-52. Rope is much better for knot-tying practice than either string or cord. Having met these requirements he takes the Scout oath, is enrolled as a Tenderfoot and is entitled to wear the Tenderfoot badge.

Second Class Scout Requirements.

Passing from the requirements for a Tenderfoot to the set of tests outlined for a Second Class Scout, the aim and purpose of the work changes materially. Up to this point attention has been paid only to the uninitiated—the Tenderfoot in fact as well as in name, who knowing nothing of the life of a Scout or the things required of a Scout, has been seeking initiation into the mysteries of the craft. But having imbibed the spirit of Scouting and having put into practice in daily life the Scout Law, the candidate is prepared to take the second step in his development along scout lines. He acknowledges his limitations and lack of knowledge and confesses his need of further training so that he may the better "Be Prepared" for further service to others. The second class requirements, therefore, are so arranged, as to meet this need. By means of them it is hoped to cultivate in boys, habits of observation, resourcefulness, thrift, and ability to adapt one's self to conditions.

If it were necessary to warn the prospective Tenderfoot against obtaining merely a superficial knowledge of the Tenderfoot requirements, it is doubly important to remind him of the necessity of thoroughly mastering the requirements of the Second Class Scout. It is only by daily exercise that habits become our servants and unconsciously serve us in times of need.

Tenderfoot Service.

Test No. 1 calls for at least one month's service as a Tenderfoot. This does not mean one month from the time of application for membership in the patrol, but that from the time the Scout took the oath of a Tenderfoot and was *invested with the badge of that degree*, he has for at least *one month put into practice in daily life the scout ideals.*

The Sixteen Points of the Compass.

Test No. 10 calls for the knowledge of the sixteen principal points of the compass. In order to facilitate the gaining of that knowledge describe a complete circle on the ground. Take the position at the center in the hub. The point directly ahead may be marked North; the point directly at the back will be South; the direction to the right will be East; and the position of the left hand, or a straight line through from the East will be West. This divides the circle into four equal parts of 90 degrees each. These are the four primary points of the compass. If a line were drawn directly between the North and East and continued through the hub of the circle it would bisect the South and West. The point midway between the North and East is called N. E. and the point between the South and the West is called S. W. Another line drawn between the North and West through the center would be known as N. W. and the S. E. respectively. This then gives the eight principal points of the compass, but the task is to secure sixteen. These are at once obtained by drawing lines between the N. and N. E., between E. and N. E., between E. and S. E., S. and S. E., etc. These lines if continued across the circle or directly through the hub to the other side will give the full sixteen points. The line between N. and N. E. is known as N. N. E. The line between E. and N. E. is known as E. N. E., and so on around the circle. The Scout will easily learn these points by this method, and a few practical demonstrations.

Requirements for First Class Scouts.

Turning from the discussion of Second Class Scout requirements to the consideration of those for First Class Scouts, it is to be noted that as the Scout works higher in rank, there is more and more need of standardizing requirement details. A consideration of First Class Scout requirements presents many new points for discussion.

Purpose of First Class Scout Requirements.

The First Class Scout tests are intended to teach the boy his obligation as an individual in the community so that *he may properly coöperate with others for the public welfare and render public service wherever it is needed. This ability to coöperate with others in doing the little things will enable a Scout later on to assume his position one day*

as a leader. The ultimate aim of every Scout should be leadership.

Occasionally boys who are sixteen or seventeen years old write to the National Office asking if they must give up scout work after they have reached their eighteenth birthday, or if they may continue in the movement as First Class Scouts. While the age at which a boy may join the movement is fixed at twelve years there is no stated age at which he must resign as a Scout. If he has been properly trained as a Tenderfoot, Second Class and First Class Scout, it seems reasonable to suppose that by the time he has reached his eighteenth birthday he will have acquired such a thorough knowledge of Scoutcraft that he will be prepared to take his place as an Assistant Scout Master, to continue for others the training which he has found helpful to himself. The movement is depending upon the Scouts now in training to assume leadership as Assistant Scout Masters and Scout Masters for the boys who succeed them.

Several of the First Class Scout requirements are merely a continuation of the course of instruction given Second Class Scouts. Very little further can be said about these requirements. Practice alone is needed to qualify in passing these tests. This is particularly true of signaling, first aid work and cooking. In some cases where the Handbook gives detailed information about the requirement, it is thought best to simply refer to the page without repeating such information.

Swimming.

1. "Swim fifty yards."

Inasmuch as a Scout should be prepared to care for himself under all circumstances and be capable of rendering service to others when in danger it would seem almost of first importance that he know how to swim. The Scout camp presents a wonderful opportunity to learn the art. Many times it is possible for the Scout Master to make arrangements for his boys to use a pool in some local club house during the winter. Unfortunately there are some troops so situated that provisions for swimming are very limited. But, this requirement is considered so valuable to the individual boy that even though he is capable of passing every other test it is advisable that he learn to swim before becoming a First Class Scout. To pass the test it is necessary that the boy be able to swim by whatever stroke

he has learned a distance of fifty yards without assistance from anyone and without holding on to any object or touching bottom during the distance.

Two Dollars in the Bank.

2. "Earn and deposit at least two dollars in a public bank."

If the Scout has followed instructions regarding the earning of one dollar for his Second Class Scout test, it is safe to assume that he will add to that amount another dollar and thus begin a savings account. The requirement is not intended to mean that he should have two dollars in addition to the one already deposited for Second Class Scout tests, but only that he add another dollar to the first one in the bank. If, however, he has withdrawn his deposit he should by all means earn two dollars more to meet the requirement. But the Scout should not stop here; he should make this deposit the basis for the savings of a lifetime.

Signaling.

3. "Send and receive a message by semaphore or American Morse or Myer Alphabet, sixteen letters per minute."

Practice alone is needed. The difficult part of this requirement is not in the sending, but in receiving the message. It is not sufficient that once in a while the Scout may have the luck to take a message at the rate of sixteen letters per minute; the test should be a longer message of fifty or one hundred words which will demonstrate the ability to take down this message at the required average.

The Big Hike.

4. "Make a round trip alone (or with another Scout) to a point at least seven miles away, going on foot or rowing a boat, and write a satisfactory account of the trip and things observed."

By all means a route should be selected that takes the Scout into the woods, over mountains or through uninhabited territory where he may be alone with the great outdoors. Anyone can take a walk through crowded towns or city streets but the inspiration once felt by the *bravehearted Scout who has gone out into the virgin forest is an experience to be highly coveted.*

The purpose of this requirement is to test one's ability in

observation, and to prove how dependable the Scout is in giving the account of his experience. Speed is of no importance. In fact the more leisurely the trip is made the better able the Scout will be to tell all the things encountered on the journey and describe all of the details of the route traveled. If two Scouts travel together it would be interesting for both to keep independent reports of the things observed. At the end of the journey it will be surprising to see the number of things which one observed that the other did not see and vice versa. Moreover, if the Scout travels this route a second time he might be astonished at the number of things observed on the second trip that was overlooked the first time. The ability to note details will prove invaluable throughout life. Such trips as these should be taken frequently.

First Aid.

5. "Advanced First Aid."

The manual is perfectly clear on this subject and should be followed in meeting these requirements.

- (a) Know the methods for panic prevention, p. 255.
- (b) What to do in case of fire and ice, pp. 255-258.
- (c) Electric Accidents, pp. 258-259.
- (d) Gas Accidents, p. 259.
- (e) How to help in case of runaway horse, p. 260.
- (f) Mad dog, p. 260.
- (g) Snake bite, p. 267.
- (h) Treatment for dislocations, p. 265.
- (i) Unconsciousness, p. 270.
- (j) Poisoning, p. 272.
- (k) Fainting, p. 270.
- (l) Apoplexy, pp. 270-271.
- (m) Sunstroke, p. 271.
- (n) Heat exhaustion, p. 271.
- (o) Freezing, p. 272.
- (p) Know treatment for sunburn, p. 274.
- (q) Ivy Poisoning, p. 274.
- (r) Bites and stings
- (s) Nosebleed,
- (t) Earache, p.

- (u) Toothache, pp. 275-276.
- (v) Inflammation or grit in eye, p. 276.
- (w) Cramps or stomach-ache, p. 276.
- (x) Chills, p. 277.
- (y) Demonstrate artificial respiration, pp. 286-287.

Cooking.

6. "Prepare and cook satisfactorily, in the open, without regular kitchen utensils two of the following articles as may be directed:— eggs, bacon, hunter's stew, fish, fowl, game, pancakes, hoecake, biscuit, hard tack or a twist baked on a stick; explain to another boy the methods followed."

Do not overlook the words "as may be directed." It is not intended that the Scout should choose *any* two articles. In that case every Scout in the country would be living on bacon and eggs. A Scout should know how to cook everything mentioned in the list. He may be directed by the Examining Committee to cook a hunter's stew and a twist baked on a stick. In the chapter on Campcraft in the Handbook cooking recipes are given for eggs, bacon, fish and pancakes, pp. 149-152. The recipes for the other dishes are given herewith:—

Hunter's Stew:—To make a hunter's stew, chop the meat into small chunks about an inch or one and one-half inches square. Then scrape and chop up any vegetables that are easily obtained,— potatoes, turnips, carrots, onions, etc.; and put them into the mess kit, adding clean water, or soup, till the mess kit is half full. Mix some flour, salt and pepper together and rub the meat well into the mixture, then place this in the mess kit or kettle, seeing that there is just sufficient water to cover the food,— and no more. The stew should be ready after simmering for about an hour and a quarter.

To cook a fowl:— In preparing a fowl or bird of some description it is unnecessary to remove the feathers. After removing the entrails and cleaning the inside, plaster the fowl over with a mixture of clay, earth, ashes, etc., and place it in the middle of the fire. When sufficiently cooked knock off the coating of clay, and the feathers will come away with it, leaving the chicken or bird deliciously ready for the eating.

Rabbit Stew:— A rabbit (cottontail, jack rabbit, or

hare) is a form of food that is likely to come in the way of a Scout, so every boy should know how to cook one. Having removed the skin and cleaned the inside, cut the rabbit into pieces and place in the mess kit with sufficient water to cover it, adding pepper and salt and sliced onion. Stew gently for about an hour, and when done thicken with about a tablespoon of flour.

Hoecake:— Make a thick batter by mixing warm (not scalding) water or milk with one pint of corn meal, and mix in with this a small teaspoonful of salt and a tablespoonful of melted lard. To cook hoecake properly, the frying pan should be perfectly clean and smooth inside. If it is not, too much grease will be required in cooking. Scrape it after each panful is cooked, and then only occasional greasing will be required. Greasing is best done with a clean rag containing butter. Spread a thin batter in the pan with a spoon so that the cake will be very thin; disturb it as little as possible and when the cake is firm on one side turn it and cook on the other.

Biscuit:— (See Kephart's "Camp Cookery" and also Kephart's "Book of Camping and Woodcraft," pp. 118-119.) Just as good biscuits or johnnycake can be baked before a log fire in the woods as in a kitchen range. Bread making is a chemical process. Follow directions, pay close attention to details as a chemist does, from building the fire to testing the loaf with a sliver. It requires experience or a special knack to *guess* quantities, but none at all to measure them. In general, biscuit or other small cakes should be baked quickly by a rapid or ardent heat; large loaves require a slower, more even heat, so that the outside will not harden until the inside is nearly done. For a dozen biscuits use:—

- 1½ pints flour.
- 1½ heaping teaspoonfuls baking powder.
- ½ heaping teaspoonful salt.
- 1 heaping tablespoon cold grease.
- ½ pint cold water.

The amount of water varies according to the quality of flour. Too much water makes the dough sticky and prolongs the baking. Baking powders vary in strength; the directions on the can should be followed in each case.

Mix thoroughly with a big spoon or wooden paddle, first

the baking powder with the flour and then the salt. Rub into this the cold grease (which may be lard, cold pork fat or drippings) until there are no lumps left and no grease adhering to bottom of the pan. This is a little tedious, but it doesn't pay to shirk it; complete stirring is necessary for success. Then stir in the water and work it with the spoon until the result is rather a stiff dough. Squeeze or mold the dough as little as possible; because the gas that makes the biscuit light is already forming and



BAKING "TWIST" ON A STICK

should not be pressed out. Do not use the fingers in molding; it makes biscuit "sad." Flop the mass of dough to one side of the pan, dust flour on bottom of the pan, flop dough back over it, and dust flour on top of the loaf. Now rub some flour over the bread board, flour the hands, and gently lift the loaf on the board. Flour the bottle or bit of peeled sapling which is to be used as a rolling pin, and also the edges of the can or can cover to be used as *biscuit cutter*. Gently roll the loaf to three-quarters of an

inch in thickness. Stamp out the biscuits and lay them in the pan. Roll out the culls or leftover pieces of dough and make biscuits of them too. Bake until the front row turns brown; reverse the pan and continue until the rear row is similarly done. Ten to fifteen minutes is required in a closed oven, and somewhat longer over the camp-fire or camp earth or stone oven.

"Twist" baked on a stick:—Work the dough, prepared as for biscuit, into a ribbon two inches wide. Get a club of sweet green wood (birch, sassafras, poplar or maple) about two feet long and three inches thick, peel the large end, and sharpen the other and stick it into the ground, leaning toward fire. When the sap simmers wind the dough spirally around the peeled end. Turn occasionally while baking. Several sticks can be baking at once. Bread enough for one man's meal can be quickly baked in this way on a peeled stick as thick as a broomstick, holding it over fire and turning it from time to time.

The applicant for First Class Scout rank should be familiar enough with these recipes to be able to take another Second Class Scout out and teach him how to cook any or all of these articles.

Map Reading.

7. "Read a map correctly and draw from field notes made on the spot an intelligible rough sketch map, indicating by their proper marks important buildings, roads, trolleys, main landmarks, principal elevations, etc. Point out a compass direction without the help of a compass."

To read a map correctly the first thing necessary is to make note of the scale used. By the term *scale* is meant the proportion which a certain distance between any two objects on the map bears to the country it represents. The scale may be represented by—"ten inches to a mile" which means that a road which is ten inches long on the map is a mile long in reality. After getting the scale distance properly in mind, locate the north point or direction. In some maps true north is indicated by a star, while an arrow shows the magnetic north point. In all ordinance maps the left and right hand sides of the map from the bottom to the top run true north. It is necessary when reading a map to be able to ascertain if one point is visible from another point. To do so intelligently requires an understanding of contours and contour lines. The height

of one contour or hill above another is known as the Vertical Interval. This is always expressed in a certain number of feet, and the foot distance per interval is usually stated at the bottom of the map.

In drawing a rough sketch map, clearness of perception is the chief requisite, and nothing should be put in that is

unnecessary for the full understanding of the sketch. As each individual would most likely have a different way of showing the various things in the map, such as houses, roads, trees, etc., certain "conventional signs" are generally used for such purposes. These can be secured by addressing the Army War College, Washington, D. C., or usually by application to the office of a surveyor or abstractor. A few such signs are shown in the following illustrations:



DRAWING A SKETCH MAP

In drawing a rough sketch map,

the following principal points should be noted:—

Margin:—Leave a margin of at least an inch all around the sketch.

Scale:—Always state the foot scale of the map.

Direction:—Remember that the map will be practically useless unless the north point is shown to indicate direction.

Roads:—A road is drawn with continuous lines when it is closed by a fence, hedge, ditch or other obstacle of any kind; and with dotted lines when unclosed or bounded by

open fields or woodland. Every road must have "from" printed to the left of it on the margin of the sketch, and "to" at the right of it.

Railways:—A railway is shown by continuous lines with cross bars. The words "single" or "double" should be written along it, as the case may be.

Woods:—Indicate the nature of the woodlands, whether chestnut, pine, oak, etc., and also whether they are passable or not.

Cultivation:—State the nature of the crops or condition of the fields,—as barley, wheat, corn, alfalfa, etc., and fallow land, pasturage, irrigated, rocky, etc.

Bridges:—Always indicate the material of which bridges are composed as wood, stone, brick, steel, etc.

Rivers:—Write the name along their courses and indicate the direction of the stream by an arrow.

Towns and Cities:—Locate properly the approximate position of towns, villages and cities on the map, by a dark spot, or circle. Large cities are often marked by a number of closely drawn parallel lines with perpendicular intersections.

Lettering:—Names of towns, villages, and rivers should be in block letters.

For Conventional Signs see pp. 44-47.

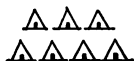
Use of the Ax — Handicraft.

8. "Use properly an ax for felling or trimming light timber; or produce an article of carpentry or cabinet-making or metal work made by himself. Explain the method followed."

The first part of this requirement was fully described in the discussion of Test 6 of the Second Class Scout tests. A word of caution should be inserted here however. Scouts should not fell trees except under the direction of their Scout Master who will always see that permission is granted by the proper authorities before this is done. A Scout should always respect property rights and avoid violating any of the State forestry regulations.

The ability to produce an article of carpentry or metal work comes only from practical experience in handicraft work. This should be taken up under the personal instruction of some teacher provided or recommended by the Scout Master—some expert craftsman who is willing to give the boys all the knowledge he can.



Conventional Signs Used in Field Sketching.

Capital..... County Seat.... Other Towns... 










Camp

 P. O.
Post Office

Ruins

 or  T. O.
Telegraph OfficeCity, Town or
Village

Buildings in General


Oil Wells
Shaft or 
Church or  S. H.
Schoolhouse W. W.
Waterworks Hos.
Hospital or 
Cemetery or 
Windmill

CONVENTIONAL SIGNS (*Continued*)

FENCES. BOUNDARIES. ROADS.



Stone

National, State or
Province Line

Wagon Road (good)



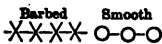
Hedge



County Line



Footpath or Trail



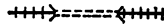
Wire

City, Village, or
Borough LineFence of any kind
(or board fence)Wagon Road
(unfenced)

RAILROADS.

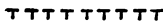
Railroad Station of
any kind

Double track

Electric Power Trans-
mission Line

Tunnel

TELEGRAPH LINES



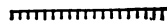
Symbol (modified below)

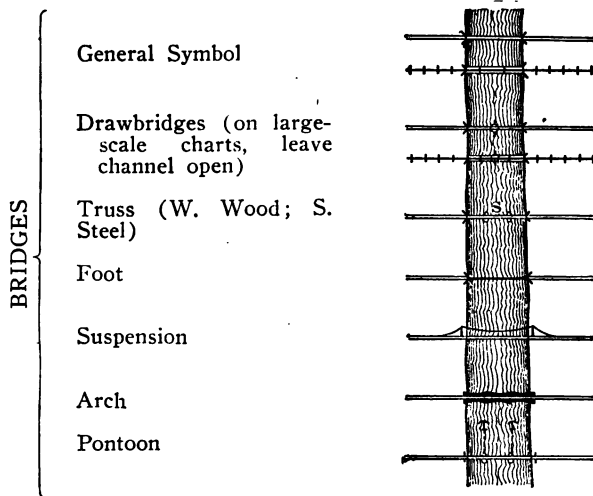


Along Road

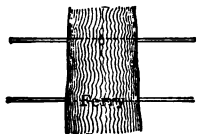
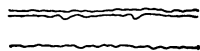


Along Trail

Along road
(Small-scale maps)

CONVENTIONAL SIGNS (*Continued*)

Ferries

Lake or Pool in General
(with or without tint,
waterlining, etc.)

Streams in general



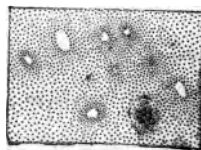
Spring



Falls and Rapids



Levee



Sand Dunes

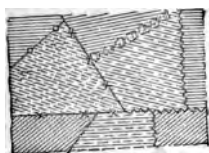
CONVENTIONAL SIGNS (*Continued*)



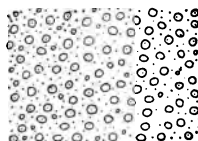
Grassland in general



Tall Tropical Grass



Cultivated fields in general



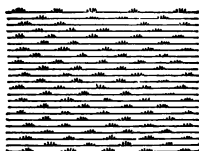
Cotton



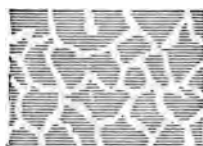
Corn



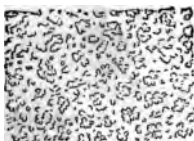
Orchard



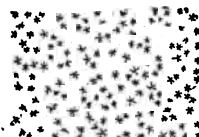
Marsh in general
(or Fresh Marsh)



Tidal Flats of any kind



Woods of any kind
(or Broad-Leaved Trees)



Pine
(or Narrow-leaved Trees)

Distance Judging.

9. "Judge distance, size, number, height and weight within twenty-five per cent."

Read carefully the material contained on page 64 of the official Handbook on the subject of measuring distances. Every Scout should know to an inch what is his usual pace when walking and running. Judging short distances should be practiced first, and then the lengths gradually extended. Begin by judging objects twenty yards away; then increase the distance ten yards at a time until any space a hundred yards in length or so can be estimated. It must be remembered that the distance is judged from the eye to the object without taking into account the contour of the intervening ground. The following points should be consistently kept in mind and studied in judging distances:—

The range of objects is usually overestimated:

1. When kneeling or lying.
2. When the background and the object are of a similar color.
3. On broken ground.
4. In avenues, long streets, or ravines.
5. When the object is in the shade.
6. In mist or failing light, or when heat is rising from the ground.
7. When the object is only partly seen.

Points to be noted. The range of objects is usually under-estimated:—

1. When the sun is behind the observer.
2. When the atmosphere is clear.
3. When the background and the object are of different colors.
4. When the ground is level or covered with snow.
5. When looking over water or a deep chasm.
6. When looking upward or downward.

It is further worth noting that:—

At 50 yards the mouth and eyes of a man can be clearly seen.

At 100 yards the eyes appear as points.

At 200 yards buttons and any bright ornament can be seen.

At 300 yards the face can be seen.

At 400 yards the movement of legs can be seen.

sions, is influenced by suggestions, and possesses generally a strong but not a logical memory. He develops natural religious notions, has strong impulses to do big things, has definite convictions as to his belief in God and Heaven and the understanding of traditional religious terms, shows a noticeable lack of interest in the forms of nature, but a keen appreciation of the spiritual, and is passing through a period when great resolves are most often made.

Characteristics of Later Adolescence.

During the period of later adolescence from fifteen to eighteen years of age, the body nearly attains its maximum growth, the mind begins to show its dominance over the body, and all the bodily impulses grow stronger and more vigorous. Altruism steadily increases; the consciousness of society grows; an appreciation of individual worth and thought develops; the call of sex and the love emotion grows in strength; sentiment is inclined to become strong; boundless enthusiasm manifests itself; and organization and co-operation begin to appeal and be appreciated more and more. There is a growth in logic, a development of skepticism, independent thought, alertness in thinking, and quickness of receptive powers. The boy at this age is in the period of highest resolves and greatest endeavor, is apt to show religious skepticism, and reason often takes the place of his faith.

Classes of Boy-Types.

In talking about boys either in the aggregate or as individuals it is best to consider them as representative of certain definite types. Boylife can be more easily considered in this way by making special study of particular boy types. In the first place there are the psychological types,—the choleric, the sanguine, the phlegmatic, and the hybrid. There are also the types of real life with which we are most familiar,—the masterful, the weak, the mischievous, the backward, the shy, the bully, the joker, the "smartie," the echo or shadow, the quiet or reticent, the girl struck, the self-conscious, the unconscious, and the forgetful. Lastly, we should also consider the different types of the unfortunate boys, including the deficient, the delinquent, the criminal, the dependent, the neglected, the foreign born, the wage-earner, the poverty-stricken, boys of very wealthy parents, over-ambitious boys who have over-ambitious

press purpose of enabling the boy to learn something of trees and plants, wild birds, and animal life. This chapter should be studied carefully. Further information on these subjects can be secured at any public library, or from encyclopedias, etc. The best way to become familiar with trees and birds is to go into the woods with an instructor and have him point out typical life-types of trees and bird life. Such knowledge is first hand and most easily remembered. It will not be possible for most of the Scouts to observe the habits of wild animals in their native haunts, but many boys may some time visit a Zoölogical Garden in some large city and learn something of the animals there. Close observation of any form of outdoor life will prove of great interest to the observer, and create in him a desire for a more thorough knowledge of the great Outdoors.

Poison Oak and Poison Ivy.

This requirement calls for a knowledge of poison ivy. In some parts of the country this dangerous little plant is not found, but its place is usually taken by poison oak, or some other such similar shrub. In such case the Scout should be able to describe the plant by its bark, leaves, flowers, fruit, scent, etc., as for other species of plants.

Star Constellations.

Almost every boy is familiar with the Big Dipper. Many boys can even point out the Little Dipper and other constellations. When these have once been pointed out to a Scout he will never forget them.

The North Star or Polaris is the bright star in the handle of the Little Dipper. It may be located by continuing the line in the outer side of the bowl of the Big Dipper about five times its own length.

While the outline of the Little Dipper is not always clear, the North Star and the two outer stars on the bowl of the Little Dipper are usually bright. These two outer stars are known as the "Guardians of the Pole."

On the opposite side of the pole star from the Big Dipper at about the same distance will be found a bright constellation known as "Cassiopeia's Chair." It is formed by six stars, five of which are bright enough to be seen on any clear night. These five take the shape of an irregular "W." The location of this constellation is to be noted.

The most wonderful combination of stars in the heavens

is known as "Orion." There are several brilliant stars in this constellation. The Handbook, page 84, gives an excellent drawing of this star group. Orion's head points directly to the North Star and the sword in his belt points directly to the South Pole.

The Real Test in Scouting — Assimilation of Scout Principles.

11. "Furnish satisfactory evidence that he has put into practice in his daily life the principles of the Scout oath and law."

After all, Scouting does not consist in the wearing of a khaki uniform decorated with badges of various degrees. Unless the Scout has caught the spirit of the early Pioneers, the Frontier Scouts or the Knights of old, and has thereby become trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent, he has certainly failed in meeting the requirements necessary to become a First Class Scout. It is not even sufficient that the Scout be satisfied with himself along these lines. This requirement is intended to furnish evidence as to what other people think of him. The parents at home, the teachers at school, and other associates should give evidence that the Scout can be counted on more than the ordinary boy who is not a Scout. This is the kind of evidence that the Scout Master is asked to obtain before passing the applicant in the requirements of the First Class Scout.

Training Others.

12. "Enlist a boy trained by himself in the requirements of a Tenderfoot."

Here is the first opportunity to be of real service to another. Thousands of boys are awaiting an opportunity to become Scouts, but owing to the great scarcity of Scout Masters and the need of trained Scouts who can give real assistance in training others in Scoutcraft, these boys are deprived of the privilege of joining a troop and becoming a member of the Boy Scouts of America. When the Scout is ready to pass his final test and finds some boy who wants to become a Scout he should give him sufficient instruction to enable him to pass the Tenderfoot requirements. If for some good reason he cannot join the same troop the first rank applicant should help to find some man in his neigh-

borhood who will be willing to start a new troop of Scouts and become its Scout Master.

Scout Work is Progressive.

In all of the Scout work the advancement of the Scouts from rank to rank should be encouraged as much as possible. It is essential to keep the interest of the boys aroused, if there is to be continued success in the work from month to month, and the program of new activities and new interests provided by the different Scout ranks has been originated and developed to meet this need of a graduated interest-series. The whole work is progressive and the whole Scouting idea has been so mapped out and developed that the boy of twelve or thirteen starting as a Tenderfoot should find new interests to attract and more complex and different things to accomplish as he advances, that will keep him busy throughout his whole period of Scouting days, and build him gradually and surely along efficient lines for the preparedness of his future manhood and citizenship. The Scout Master should endeavor to keep the interest from lagging by carrying out the general programs of Scouting, originate such new work as his geographical environment might suggest or seem to warrant, keep in touch with his fellow Scout Masters in his district or State, and join with them in any sort of inter-troop contest or district work that will lend virile action or arouse more interest; and encourage his boys to keep moving in their work from one class rank to the next, and so attain the goal of all Scouts, entire preparedness and full efficiency by qualifying as an Eagle Scout.

Scout Advancement.

As indicated by the Scout Class Requirements given in the Handbook pp. 16-18, there are three main divisions of progress. First the Scout attains the rank of Tenderfoot. After one month's service he may become a Second Class Scout, providing he has shown preparation necessary to pass the standard tests. After that as soon as he is sufficiently prepared in the next rank requirements, he may become a First Class Scout. The way is now open for qualification for merit badges, in which the Scout makes practical application of his general knowledge gained in Scoutcraft practice, and gains a greater efficiency and development along particular pathways of knowledge.

Merit Badges.

The examination for these badges should be given by the Court of Honor of the Local Council. This examination must not be given any boy who is not qualified as a First-Class Scout. After the boy has passed the examination, the Local Council may secure the Merit Badge for him by presenting the facts to the National Council. These badges are intended to stimulate the boy's interest in the life about him and are given for general knowledge. The wearing of these badges does not signify that a Scout is qualified to make his living by the knowledge gained in securing the award.

In any case where through lack of knowledge or experience, the Court of Honor representative giving the examination is unfamiliar with the Merit Badge Requirements, he should obtain the aid of an expert on the subject whose signature should appear with that of the Court of Honor member on the recommendation sent to National Headquarters.

When the applicant for the merit badge has appeared before the Court of Honor and passed the examination on the subject as set forth in the official Handbook, the application blank is submitted by the Court of Honor of the Local Council with recommendations to the Court of Honor of the National Council. A monthly meeting of the National Court of Honor is held at National Headquarters when all applications received from various Local Councils throughout the country are considered and finally passed upon or rejected by them.

In communities where there are but one or two troops of Scouts and where a Local Council has not been organized, Scout Masters are advised to organize a Local Committee of representative men, including the superintendent or principal of schools, to pass upon these various qualifications. Application blanks for merit badges properly certified by this Committee will be recognized by the National Court of Honor.

The way is also open to attain the higher ranks open to all prepared Scouts, with badges indicating the steady advance toward a greater and greater efficiency and more complete development. So passing from the first grade as a Life Scout, the possessor of five merit badges, the Scout will through persistence and training become also a Star

Scout, and in the end the Eagle Scout. By this time the boy should be reaching maturity both mentally and physically, and having attained the highest Scout rank is quite prepared to cope with all problems of his future.

This progressive plan of development should give to the Scout all that is necessary to keep him interested and busy during his five or six years of Scout service. There are certain things which have been planned for the younger boys and certain other attainments for the older boy, and with the large amount of time given to general Scoutcraft practice, there should be plenty to do for every boy before he has attained his rank as an Eagle Scout and has reached the coöperative period of his life in young manhood. The boy should not be hurried or pushed on from one grade to another, as he will gain best development by slow assimilation of details and gradual development, but on the other hand the Scout Master should guard against lack of action or loss of interest. Stagnation of the onward impulse anywhere along the line is usually indicative of something wrong, either with the methods of the Scout Master, with the appeal of the developing Scout work, or with the general program of procedure of Scouting. Steps should at once be taken in such case to clear up the situation, revive the interest and progress, and invigorate the desires of the boys with the spirit of advancement.

Scout Examinations.

All Scout Examinations for passing the different rank-requirements of the Boy Scouts of America should be given either in person or under the direction or supervision of one or all the members of the Local Court of Honor. In communities where the Local Council has not yet been formed, the examination should be conducted by a neighboring Scout Master, or by one or two representative citizens who have been instructed in the nature and extent of the work covered. The Tenderfoot examinations are very simple, but from that point the requirements grow more complex and difficult, and it will certainly lend weight and dignity to the importance of the occasion if the examination for the upper Scout ranks and for the qualification of Merit Badges are conducted by as many members of the Court of Honor and experts or with as marked attention as possible.

In some cities Scouts are allowed to take examinations in

the various requirement tests as soon as they are ready to pass them. Sometimes preliminary tests are made. In other places the candidate must qualify in all of the tests at the time set for the examination. This latter policy, it would seem, would be productive of best results and better order in systematic Scout work, unless a complex system of records, exact in all details, is made use of. Certain definite dates should be determined upon for examinations. More interest should be aroused thereby, and the number of participants would most likely be increased. In any event such a course should prove of advantage in helping to standardize examinations and Scout records.

Suggested Examinations.

Methods of conducting the examinations are suggested in the Chapter on "Programs for Scout Masters" of this Manual. A paper is also submitted by the Court of Honor or Examining Committee of one of the Local Councils. In this it is to be noted that the examination (for Second Class Scouts) is divided into two parts; and that one is to be written and the other given orally or by demonstration.

PART I.—WRITTEN.

1. Give date of your becoming a Tenderfoot.
2. Describe how to apply and bandage a splint to a broken bone in the forearm.
3. What is a compound fracture?
4. What is a triangular and what is its use?
5. Describe how to apply a tourniquet to upper arm.
 - (a) When vein is cut.
 - (b) When artery is cut.
6. When is a stimulant administered to a person who is bleeding badly, and what is given?
7. Describe how a roller bandage is used.
8. How did you earn \$1.00 and in what bank is it deposited?
9. Draw a diagram showing the sixteen points of the compass and name each.
 - (a) Give degrees of the following points:—
North — South — East — West.
10. Give six rules for:—
 - (a) Proper use of the knife.
 - (b) Proper use of the ax.
11. Name the twelve points of the Scout Law.

PART II.—ORAL OR BY DEMONSTRATION.

1. Describe treatment for the following:—
 - (a) Fainting.
 - (b) Shock.
 - (c) Fracture.
 - (d) Bruises.
 - (e) Sprains.
 - (f) Injuries in which the skin is broken.
 - (g) Burns.
 - (h) Scalds.
2. Signal the following by the method or code you have learned:—
 - (a) Be Prepared.
 - (b) He is absent from Camp.
 - (c) Now is the time for all good people to come to the aid of the party.
 - (d) Absent.
3. Deliver a message at the distance of one mile at Scout's pace in 12 minutes.
4. Satisfy the examiner that you can lay and light a fire without paper, using only two matches.
5. Upon the fire just lighted cook two potatoes and a quarter of a pound of beef. (Use of ordinary kitchen utensils is not allowed, but mess kit permitted.)

Suggested Methods of Marking for Use in Inter-Patrol Contests.

As inter-patrol competitions are held during the year in the city from which these suggestions come, the examination papers, as above, are marked as follows:—

- (1) Scouts passing with a percentage of from 85 to 100 will be awarded an "H," which means that the Scout has passed with honor, and his patrol will be credited with 25 points.
- (2) Scouts passing with an average of from 70 to 85 per cent. will be given a "C," which shows creditable work, and his patrol will be awarded 15 points.
- (3) Scouts passing with a percentage of from 60 to 70 will be given a "P," which means he has been successful and passed the examination. This *patrol will be awarded 5 points.*

- (4) Any Scout receiving a percentage of between 50 and 60 will be marked with an "F," which means that he has failed to meet the standard of requirements. However, he will be allowed to take the next regular examination given by the Court of Honor.
- (5) Any Scout failing to receive a percentage of at least 50 will be marked "FF" and his patrol will have to forfeit 10 points. He will not be allowed to take the next examination, but may take anyone succeeding that.

The Investiture Ceremony.

No certain form of investiture of Scouts in their different ranks has been followed, but the question of simplicity or impressiveness of such ceremony has been left largely to the individual tastes and originality of the Scout Masters. Some prefer to have the ceremony as simple as it may be, while others find best results in incorporating fraternity ceremonies to create interest, give a strong impression, and provide added dignity. As a matter of fact the boy at Scout age is impressed with ceremonial just because he is, and likes to be counted as, one of the gang or troop, and some form of ceremonial certainly lends a greater meaning and stronger feeling in the attainment of any social achievement. It is best however to guard against complexity of such ceremonial lest the boy become wearied with its make-believe formalism and lose respect for the underlying principles. The first ceremony, too, should be simple and pointed, as for the Tenderfoot, and as the Scout advances in rank new symbolistic ceremonies should be added to the investitures to produce a stronger impression of the achievements' worth and give a greater dignity to the importance of the rank.

In the chapter on "Programs for Scout Masters," which by suggestions carries a troop onward from its first organization to First Class Scout rank, investiture ceremonies are suggested as parts of regular programs. In some cities or districts such ceremonial is sometimes standardized by the Scout Commissioner for the use of all troops in his community, but while the wording and thought varies according to the locality and initiative of the Scout Leader, the general outline of investiture must remain very much the same. *One of the best forms in actual use for the Ten-*

derfoot Scout rank is herewith suggested: Form the troop into a horseshoe formation with the Scout Master and his Assistant in the gap. The Tenderfoot with his patrol leader stands just inside of the circle and opposite to the Scout Master. The Assistant Scout Master holds the staff and hat of the candidate. When ordered by the Scout Master to come forward the Patrol Leader brings the Tenderfoot to the center. The Scout Master then asks: "Do you know what your honor is?"

Tenderfoot replies: "Yes, it means that I can be trusted to be truthful and honest" (or words to that effect).

Scout Master: "Can I trust you on your honor to do your duty to your God and country and to obey the Scout law? To help other people at all times? To keep yourself physically strong, mentally awake and morally straight?"

The Tenderfoot then salutes, as do the whole troop while he repeats the Scout Oath:—"On my honor I will do my best:—

- (1) To do my duty to God and my country, and obey the Scout Law.
- (2) To help other people at all times.
- (3) To keep myself physically strong, mentally awake and morally straight."

The Scout Master replies: "I trust you will keep these promises. You are now one of the great brotherhood of Scouts."

The Assistant Scout Master then puts on his hat and gives him his staff, decorates him with the Tenderfoot badge and greets him with the grip or Boy Scout Handshake for the Tenderfoot. In case there is no Assistant Scout Master, the senior patrol leader will have charge of the staff and hat, and the Scout Master decorates him with the badge and greets him with the handshake of the Tenderfoot. The new Scout then faces about and salutes the troop. The troop then present staves, the Scout Master gives the word to the troop "Right by twos, march," whereupon the new Scout takes his place in his patrol, and the troop shoulder staves and march once around the room or square and then disband on the order and take seats.¹

¹ *Editorial Note.*—In all initiatory or investiture ceremonies, all forms of hazing or "ragging" should be absolutely barred. Among boys, because of immaturity of knowledge and experience, such practices often become brutal, dangerous and criminal.

CHAPTER III

PRINCIPLES AND METHODS

BY JOHN L. ALEXANDER.

Changes in Scout Oath, Scout Law and Requirements.

In a review of the official English handbooks of Scouting it will be noticed that considerable change has been made in the Scout Oath, Scout Law and Scout Requirements to adapt them to American conditions. The laws have been increased from nine to twelve. The Scout Oath has been modified and the Scout Requirements changed to make them more representative of American life. All these changes have been made in order to more effectually help the American boy.

Reasons for Changes.

The attitude of the Scout authorities in making the changes has been that of open mindedness. Suggestions from all over the country were asked for, received and given careful attention, the one thing in mind being to get the Scout Oath, Scout Law and Scout Requirements as simple as possible for the normal boy. Much consideration was given to the suggested substitute for the term Scout Oath. It was agreed that the word promise was not strong enough to grasp the imagination of the boys; that the word pledge has been given a distinct temperance content, and that the word vow had too much of a religious significance. Therefore, the word oath was kept after due deliberation, it being thoroughly understood that the Scout Oath was not in any way like the oath taken in a formal court of law, but that it was more on the order of the knightly oath of the Middle Ages, where the knight pledged his word of honor to reverence his king as his conscience, and his conscience as his king. It is indeed a pledge of fidelity by knights of a newer era for the building of a better and more social chivalry.

The Third Section of the Scout Oath.

It will be noticed that the Scout Oath has undergone considerable change. The third section of the Scout Oath has been incorporated with the first section of the new, and a third section has been added, namely: "To keep myself physically strong, mentally awake, and morally straight." It is desired by this latter section of the Oath to keep before the boy the fact that it is his business to keep himself strong, to get for himself an education for life, and at the same time to keep himself clean in his resolutions, to himself, and to others, and to his Creator. The desire underlying the change was to sum up all the cardinal things to be brought to the boys' attention in the Scout Oath.

Aim of the Scout Law.

The Scout Law is intended to inculcate those ideas which should underlie the life of each boy. The aim is to get the boy to understand the value of his honor, to be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent. Laws 10, 11 and 12 have been added to the original number because it was thought that these things had been touched on in the Scout Oath but had been omitted in the Scout Law. Besides this, several additions and emendations have been made to the original nine, and General Baden-Powell, the author of the original law, has commended the changes and additions.

The Spirit of the Scout Law.

It will not be to the interests of the Scout Master to teach the Scout Oath and Law to the Scout without living up to the spirit of these himself. To-day we teach more by example than by precept, and the life of the Scout Master will be the most potent teaching that the boy can receive. In every activity the Scout Master should impress upon the boy that it is his business to manifest the spirit of the law and that he should not allow himself to be side-tracked from doing his duty as set forth in the Scout Law.

Laxity Versus Discipline and the Scout Law.

The Scout Master should not be anxious to discipline the boy. There will be many little lapses on the part of the boy *because the boy is not mature and is not possessed of a developed mind.* In fact the Scout Master will make some of these lapses himself if he is not careful. The Scout

Master should not be petty in his discipline but should stand on the high plane of honor in everything. On the other hand he should be careful not to be lax, and the Boy Scout should understand that when he has said a thing, he means it. Liberal and cautious in his judgment, but firm in his attitude when once his judgment has been made, should be the rule of the Scout Master in matters of discipline, if he has not come to the point where he can trust the boys to make their own laws and judge their own offenses. A form of punishment which has worked out well in other boys' organizations has been to delay the examination of the boy for advanced work because of his offense to a later time, thus depriving the boy of the pleasure he had anticipated.

Law 3 and the Home.

Law 3 has been broadened so that it covers the home. One of the essential things that the Scout Master should do is to cooperate with the home in matters of parental authority and obedience. The requirement that he shall share the home duties is intended to give the Scout the intimate touch and contact with those of the home circle which he ought to have.¹

Law 10 and Courage.

Law 10 seeks to encourage the boy to be the possessor of moral courage, to face danger without fear and to stand up for the right in spite of the coaxings of his friends or the jeers of his enemies; and, when he has been defeated, never to feel broken, but to be ready again for another onslaught and a possible victory. This law recognizes that it is right to fight if there is necessity.

Law 11 and Cleanliness.

Law 11 recognizes the idea of environment and urges the boy to choose his companions rightly, knowing that the life of his companions very largely molds the life of the growing boy. Law 11 considers cleanliness and deals with the opposition to tobacco, cigarette smoking, liquor and profanity, but covers a great deal more in its scope.

Law 12 and Reverence.

Law 12 directs the attention of the boy to the idea of reverence. It holds his religious duties as an ideal worthy

¹ An interesting booklet on Home Training has been written by William A. McKeever of the Kansas State Agricultural College, Manhattan, Kansas.

of being worked for, and urges upon him the duty and responsibility of respecting the convictions of every other man in the matters of tradition, custom and religion. Should he think he has more light on these matters than the man next him, he should be the more generous and liberal because of that fact.

Spread of the Scouting Idea.

The idea of Scouting is no longer a national provincial thing. Like the sun, it has penetrated to all the corners of the earth and now it holds twenty-six countries, including the English Colonies, in the bonds of its brotherhood. Starting with the ideas of a few Americans, as they have been worked out in various American boy organizations, they have been adopted and organized by Lieutenant General Sir Robert Baden-Powell, and have gone forth from him to circle the globe and draw the boys of the world into the great brotherhood of boyhood and peace. Other boy organizations have had a national scope,—the Boy Scout Movement is international and world wide in its influence.

General Characteristics of the Adolescent Age.

The interests of the adolescent boy are general and not specialized between the twelfth and eighteenth year. The boy gets his impressions of the community objectively, in addition to increasing his knowledge of the external world through his acquaintanceship with its phenomena. The Universe and the Community are extensive and many sided. The step also between twelve and eighteen years is short. The boy's contact with these, then, must be rapid and general. The Scouting activities afford such contact.

Scouting as an Auxiliary to the Home, School and Church.

There are three institutions that should mold the life of the boy,—the Home, School and Church. Nothing should interfere with functions of these, and the place of any auxiliary organization should be supplementary in its nature and educational in character. The Scout Idea takes the non-supervised, leisure time of boys and fills it with recreation,—educational activity. It teaches him facts about nature *and citizenship* and how to get the most out of life. It *leaves parental and School and Church ties stronger because of non-interference.* It is primarily educational, leading

the boy by degrees to a rounded symmetrical development.

Scouting Provides Occupation for the Leisure Hours.

The preventative work of the Boy Scouts of America cannot be tabulated in statistical form but beyond question it is its largest achievement. You can sum up the whole philosophy of reaching and holding boys for all that is noble and right in one word,—pre-occupation. The fathers and mothers do not fear for their boys when they are busy in school, at the factory or in the office. The time to be alarmed in their behalf is in connection with the unaccounted-for evenings, the half-holidays, the time between the closing of school and supper. To these hours we may trace the formation of most of the life habits which mean the undoing of the best of our boys. The Boy Scouts of America in providing helpful and character-building occupation for these hours is therefore rendering a service of inestimable importance.

The Call of Service and Citizenship.

The call of the Community is service. This constitutes Patriotism to State and Country. The cry of the adolescent boy is Service. This means that citizenship, in its formation, begins with the twelve-year-old boy. The Scout Idea recognizes the voice of Adolescence, and in this, his thought and life challenges the developing boy to seek new expression in a "Good turn done daily" to someone.

The Appeal of Scouting.

In brief Scouting appeals to boys because it affords them activities suited to their years in a complete symmetrical way. These activities do not interfere with the home, school or church, are primarily educational, and urge the Service Spirit in adolescent boyhood.

Scouting means a great deal more than merely outdoor activity. It touches all the interests of the boy life and besides giving an occupation in woodlore activities such as being able to find a direction in the woods without a compass, to discover the latitude by the stars, to know the birds, fish, reptiles, insects, butterflies, rocks, pebbles, flowers, ferns, grasses, fungi, trees and wild animals, gives him practical instruction in how to camp out, to canoe, to sail a boat, to *take care of his health*, to appreciate the spirit of the past *with its gentle manners and rich achievements*, to render

sonal life conforms to the requirements of the faith which he holds. His example should be a constant inspiration to the boys of his troop, causing them, no matter of how many different faiths, to be diligent in their adherence to the teachings of the particular religious institution with which they are individually connected. He should see to it that no boy's religion is ever ridiculed by another, and that every boy is encouraged to live his life according to the ideals of his faith.

The Boy is the Main Issue.

The idea that must continually be kept in mind is the boy's good and the boy, rather than Scouting. Half of our teachers in the public schools are trying to teach the subject-matter of the book when they ought to be teaching the boy, they employ static methods. You can get up a goal for attainment and the boy will reach the goal. Generally, however, he will go no higher than you point. Your teaching should be dynamic rather than static.

Aim to secure balanced, symmetrical activities for your patrols. Remember your Scout is four sided, that he is physical, mental, social and religious in his nature. Do not neglect any one side of him, but get the proper agencies to coöperate with you for these ends. *Let the boys do whatever they can. Merely insist on adequate adult supervision.* Above all be patient, practical and business like and remember that old heads never grow on young shoulders. *The Scout Master should take his place in the community by the side of the teacher of secular and religious instruction. He is an educator and is dealing with the most plastic and most valuable asset in the community—boyhood.* Let him take his task seriously, look upon his privilege with a desire to accomplish great things, and always remember that the good of the boys is his ultimate aim.

CHAPTER IV

FUNDAMENTAL PRINCIPLES IN DEALING WITH BOYS¹

BY GEORGE H. MERRITT,
Secretary of the Editorial Board.

Need of Reading and Study in Understanding Boys.

The leader of boys to really understand the boy must know something of child life and boy ideals and principles. The making of the boy and his individual characteristics begins early in life, and is attended by two great shaping elements, race heredity and local environment. To understand the application of these principles and their effect upon boy-life it will be necessary further for the Scout Master to know something of the great movements of history through which man has passed and something as well of the problems of the present in the environmental influences affecting boys.

First of all the boy is treated by the majority of modern boy-workers, as a product of race development and heredity, recognizing that in his life from its varied source, the boy relives all the periods of life that stretch into the dim vistas of mammalian and human history. Such a theory of development has been generally accepted by all leaders in the study of race and child psychology. Professor A. F. Chamberlain says:² "This view that the individual more or less distinctly repeats at least the chief

¹ Knowing as we do that those who deal with boys accomplish better results if they know something about the mind of the boy, we have included this chapter in our book in order that some of this information might be easily accessible to Scout Masters. It will be seen that the purpose of this chapter is not merely to teach psychology, but to state a few fundamental principles, which all Scout Masters should know, and to open the way for further study to those who desire a fuller knowledge.

EDITORIAL BOARD.

² Chamberlain, "The Child," p. 52.
89

stages in the development of the race, both mentally and physically, has been accepted as the cardinal doctrine of the newer theories of education which in the form of child study have made their influence felt in America and in the old world."

"Infancy" says Dr. William B. Forbush³ "is the rehearsal of prehistoric and feral ages, and the years of early childhood are the reproductions of protracted and relatively stationary periods of barbarian days. It is because these ages were so long and so deep; because man has been a savage so much longer than he has been a Christian, that his subconscious heritage needs to be recognized and the work of habit making, which is the analogue of the past, must during childhood be made the central endeavor of ail nurture."

Early Laws of Childhood — A New Era.

Formerly the laws of childhood were framed by anti-quarians who had long forgotten boyhood life and who attempted to make the healthy active boys into men even long before the adolescent period. This is what the average, well-meaning father and mother used to try to do with their boys, before the day of open minded child study brought about a new understanding of the boy needs and a new era of development.

Child Resemblance to Savage Civilization.

Child study has brought to notice that the child bears a close resemblance to the savage in his ideas and development. "In many senses it is true," says Professor Geo. W. Fiske,⁴ "that the savage is a child and the child a savage. They both live near to nature — give them half a chance — and they know little of the conventions of society. Both live self-centered egotistic lives and are little influenced by public opinion. They live simpler lives, more natural lives than we are apt to live, using simple utensils, and tools; both live in the crude age of culture and intelligence. Both are apt to shun labor, responsibility and care; having little foresight, worrying little and laughing much." Stanley Hall says of the boy:⁵ "In his instincts, amusements and associations, his adjustment to" the life of a savage en-

³ Forbush, "The Boy Problem," p. 15.

⁴ Fiske, "Boy Life and Self-Government," p. 45.

⁵ Hall, "Adolescence," Vol. I, p. 44.

vironment is quite stable. "In many ways he resembles the savage and each furnishes the key for understanding both the good and bad points in the other's character."

The Recapitulation Theory.

Based on this close resemblance of child life to the savage life, and because of other likenesses which the child bears at younger periods of its life-stages to earlier ancestral or animal-like forms, biologists and psychologists have deduced the "recapitulation" or "culture epochs" theory. At the very beginning of the human individual life the resemblance is purely biological and physical; but during the growth of the child from two or three years old babyhood into the adult stage, with the consequent mental and moral development, through a series of successive changes in growth, there is a psychological resemblance to the successive social and cultural periods of man-history. Professor Baldwin says,⁶ "The individual embryo passes through stages which represent morphologically to a degree the stages actually found in the ancestral animal series." "That is," as Prof. Fiske writes, "the human embryo in the uterus, from the time the ovum is fertilized until birth, passes through various stages of development wherein for a larger or shorter period, it resembles some one of its primitive animal ancestors, or more properly their embryo. Although the early periods are recapitulated very rapidly, and the parallelism is doubtless irregular in different embryos, vestiges of these former epochs of development are plainly seen. Shortly before birth the human embryo greatly resembles the embryo of the larger ape (chimpanzee, orang outang, etc.), though each speedily grows unlike the other. From this point it is easy to trace backward the progress of development by which life has ascended."⁷

But for the purpose of boy-study, the theory of recapitulation should not be confined to the physical fact alone, but also as well to the psychic and social. According to such viewpoint, what Mosso⁸ said in regard to instinct is interesting; "What we call *instinct* is the voice of past generations reverberating like a distant echo in the cells of the

⁶ Baldwin, "Mental Development in the Child and the Race," p. 14.

⁷ Fiske, "Boy Life and Self-Government," pp. 51-52; Chamberlain, "The Child," Chapter VII.

⁸ Mosso, Monograph on "Fear," p. 226.

nervous system. We feel the breath, the advice, the experience of all men, from those who lived on acorns and struggled with wild beasts, dying naked in the forests, down to the virtue and toil of our father, the fear and love of our mother." Prof. Geo. A. Coe says further,⁹ "As the human body before birth passes through a series of forms that correspond in the main to ascending embryonic forms of animal life in general, so after birth, the mind progresses toward maturity through stages which correspond roughly to the stages of human history in the large. In a certain modified sense, the child is first a savage, then a barbarian, then a civilized being."

When this view of boy-life is presented to the student the mind of the boy becomes like an open book. What was once such an enigma to our fathers is now most easily understood, and the work with boys has therefore been placed on a firm foundation of character-understanding and type-knowledge. "Adolescence begins" says Dr. Winfield S. Hall,¹⁰ "in boys about the age of fifteen in the average case, although sometimes the beginnings are distinct in the twelfth or thirteenth year, and again are sometimes not evident until the seventeenth year. As the boy emerges from childhood into youth he passes through a pre-adolescent period that represents the emergence of the race from savagery and fetichism into orderly, tribal organizations, and the beginnings of crude industries and early steps of recognition of the rights of others. It was a stormy period of human history. Petty tribal wars decimated the race. When boys are fully launched in their adolescent period, say from the ages of fifteen to eighteen, they represent the next stage of human development. In that stage government is more or less highly organized. Yet it was a time of monarchical rather than democratic government, though the monarchs were frequently elected." Finally with maturity from eighteen to twenty-four or five, there develops in historical organization, a greater and yet greater spirit of democracy, and general coopération.

In boy life the first period or early adolescence is the stress period. The boy seeks and worships the physical force, and combines in cliques or gangs under leaders who hold their positions not by intellect but by

⁹ Coe, "Education in Religion and Morals," p. 211.

¹⁰ W. S. Hall, "Adolescence Psychology," *Applied Ideals in Work with Boys*, pp. 27-38.

sheer physical force and cunning. The boy at this period possesses a high sense of honor, though it is sometimes difficult for older people to understand his view-point. He is amenable to suggestion, and it is possible for a tactful leader, step by step, to develop his code of honor and more surely lead him toward a best development of his personality and resources. This is the goal of the Scout Master in his work with his Scouts. Later adolescence is characterized by growth of individual prowess, increased physical and mental activity, and a development first, of self-assertiveness and then of coöperation. The whole period of the adolescent boy-life is one of immense change.

Physical and Intellectual Restlessness.

Physical restlessness is often associated with growing intellectual restlessness and curiosity. "It is a time," says Dr. Forbush¹¹ "of stubborn doubts, painful and dangerous, but signs of mental and moral health. This widening of interests, emotional and intellectual, is accompanied by a gradual social broadening. While in the early part of this period egoistic emotions are apt to be disagreeably expressed, vented sometimes in bullying and again, in an opposite way, by extreme self-consciousness and bashfulness, this sooner or later develops into a clearer recognition of one's self and a finer recognition of others. Adolescence¹² has been termed an unselfing. There is a yearning to be with and for one's kind. This is seen in the growing teamwork spirit in games, and in the various clubs which now spring up almost spontaneously, in the slowly increasing interest in social gatherings, and in the other sex."

Periods of Human History.

The life of man has long been studied in anthropology by dividing his history into several periods of development leading toward civilization. Perhaps the scheme formulated by Morgan is best known. He divided man's history into two great divisions, Savagery and Barbarism,—each composed of three successive periods. Savagery was represented by the three periods, early, middle and later; and

¹¹ Forbush, "The Boy Problem," pp. 19-20.

¹² For exceptional help and information in regard to boy-life and boy-characteristics during the adolescent age, Scout Masters should read Chapters No. I and II of "The Boy Problem," by Dr. William B. Forbush, and Chapters IV, V, VI, and VII, of "Boy Life and Self-Government," by Prof. Geo. W. Fiske.

Barbarism correspondingly by the three like periods; of early, middle and later. Early Savagery began with natural subsistence on fruit, nuts and roots and ended with the use of a fish diet and the discovery of fire. Middle Savagery, succeeding, ended with the invention of bow and arrow. Later Savagery developed in the mythological period and culminated in the invention of the art of pottery. Early Barbarism developed village life, and many crude household arts and ended with the cultivation of plants and domestication of animals. Middle Barbarism succeeded, developed agriculture and pastoral arts, and introduced the beginning of a national life. Later Barbarism begins with the use of iron tools and invention of the process of smelting, and developed the art of writing which began literature and led directly to civilization.¹³ Dr. Woods Hutchinson has formulated a scheme based on the method of food getting, and showing reference to child development:—¹⁴

Race History and Boy Life.

	Stage.	Duration.	Culmination.	Characteristics.	Favorite Plays and Games.
1.	Root and Grub	1st to 5th year	3rd year	Mouth as Criterion of everything	Biting and Tasting plays
2.	Hunting and Capture	4th to 12th year	7th year	Fear of strangers; stalking methods; indifference to pain; hero-worship; cruelty	Bo-peep (stealth, stalking, approach, ambush, surprise); Hide and Seek; Black Man; Prisoner's Base — (pursuit, attack; mimic sieges, wars, assaults; gangs)
3.	Pastoral	9th to 14th year	10th year	Fondness for pets; desire to have something "for his own"	Keeping and feeding pets; building huts; digging caves, etc.
4.	Agricultural	12th to 16th year	12th year	Development of fore-sight; passion for Gardening	Watching weather signs; gardening, digging up seeds "to see if they're growing"
5.	Shop and Commercial	14th to 40th year	18th to 20th year	Demanding pay for services; recognition of value and sense of arithmetic	Swapping, selling, trading, exchanging, bargaining

¹³ L. H. Morgan, "Ancient Society."

¹⁴ Hutchinson, "The Growth of the Child Mind," *Educational Times*, Vol. 52, p. 220.

Stages of Evolution of Government and Industry.

Prof. Geo. W. Fiske, in order more closely to compare the boy life to the race-life has formulated a divisional history scheme of comparison, and considers man's history from two view-points,—the evolution of government and the evolution of industry. According to this outline of racial progress the stages of evolution of government are:¹⁵

1. The Primitive Democracy of the savage kinship Clan Patriarchal.
2. The Limited Democracy of the Barbarian Tribe: becoming monarchical when the single tribes ruled by the "council of braves" come together as allied tribes, under the increasing authority of a "Chieftain by Prowess."
3. The Tyrannical period of Feudalism; serfdom, despotism.
4. The Revolutionary period which developed the Constitutional Monarchy.
5. The Republican period:—Social Democracy in a self-governing State.

The Stages of Industrial Evolution are:—

1. Industry developed by the Acquisitive and Collectional instincts.
2. Industry developed by the Productive and Destructive instincts.
3. Industry developed by the Constructive and Transformative instincts.
4. Industry developed by the Commercial and Coöperative instincts.

Comparison of Boy-Life and Race-Life.—Fiske.

To compare the boy-life and boy-development according to the theory of recapitulation of the periods of racial progress, the diagram is given on the following page.

Understanding of Parallelism of Boy-Life and Race-Life Makes the Scout Master's Work Easier.

An understanding of the principles which underlie this diagram, as the same are applied in boy work, will go far towards giving to the worker with boys and the Scout Master a deeper insight into true boy-character and a better working knowledge of his personal needs and characteris-

¹⁵ Fiske, "Boy Life and Self-Government," pp. 66-67.

Comparison of Boy Life with Race Life.

BOY EPOCHS

RACE EPOCHS

No.	Stage of Boy Life.	Age Limits.	Characteristics.	Will-Progress.	Allegiance.	Racial Prototype.
0.	Infancy	Years 0-3	(Before Self-consciousness)	(Self-Discovery)	(Blind)	Pre-Historic Period
1.	Early Childhood Later	3-6 7-11	The Self Period The Clique Period	Self-Control	Father • Chum	Patriarchal Period Savage Kinship Clan
2.	Boyhood	10-14	The Gang Period	Comradeship	The Gang	The Tribal Period Limited Democracy to Monarchy 1 — Council of Braves 2 — Federated Tribes with Chief-tain by Prowess
3.	Early Adolescence	13-15 Grammar School Age	The Chivalry Period	Personal Loyalty (Obedience)	The Hero	The Feudal Period of the Absolute Monarchy
4.	Middle Adolescence	14-18 High School Age	The Self-Assertive Period	Self-Reliance (through struggle)	The Ego	The Revolutionary Period of the Constitutional Monarchy
5.	Late Adolescence	17-24 College Age	The Coöperative Period	Leadership (Resourcefulness)	The State	The Republic, Social-Democracy in a Self-Governing State

tics. The reasons why boys are so changeable, so restless, and so given to temperamental acts that are so often enigmatical to the adult mind, can be answered by reference to this outline of parallel likenesses between boy life and ancestral race-life. What the boys do is then seen to be natural and most to be expected, and the Scout Master can better foster the greater development of character by building on these race-like desires and appeals, and directing the acquisition of right principles through contact with racial impulses and actions.

In the period of Childhood, corresponding to the Patriarchal or Communal period, the child yields unquestioned obedience to his parents. He forms only narrow attachments with other playmates, which will later develop into gang organization. The period of Boyhood or the Gang period corresponds racially to the Tribal period, and is characterized by the development and dominance of gang influence over the boys' whole allegiance. The early Adolescent or Chivalry Period is racially parallel to the Feudal or Absolute Monarchial period with its chivalric virtues, vices and actions. At this time the boys' allegiance passes from the gang to the hero or chosen leader; this is the time when the boy will try most to be like his father or any one of his men friends whom he looks up to and loves. The period of Middle Adolescence or the self-assertive period corresponds historically to the Revolutionary period and Constitutional Monarchy, and is characterized by his struggle for self-reliance and individual achievement. Late Adolescence, or the Coöperative period is parallel racially to the development of Democracy, and is characterized by growing Social adjustment and coöperation in the boy with his fellows and his environment.

Adolescent Types and Characteristics.

Childhood is characterized by simple savage qualities and barbaric virtues, and the development of self-mastery. It develops the brave, the hunter, the chieftain in boy-play, the masterful boy and the bully. Boyhood develops physical strength, agility, skill and endurance, and team play, and as leaders the showy boy, the wrestler and scrapper and the game-leader hero. Early adolescence is characterized by the development of feudal virtues, the doing of good deeds, development of gentleness, resourcefulness, mental alertness, shrewdness, and by complex team play.

During this period there is developed the boy autocrat, the athletic hero, the explorer, the real gentleman and the boy criminal. Middle Adolescence develops the pronounced types—sports, toughs, dudes, vandals,—the college student and his imitators, the strategist, the “good fellow,” and the young business man, and gives to the boy in character greater resourcefulness, business success and shrewdness, extreme individuality, mannishness, etc. Later adolescence is characterized by the development in boy-character of popularity, originality, leadership, efficiency, vocational skill, and social grace. Among individual types it develops the debater, the politician, the lawyer, the physician, the artist, the scientist, athletic captain, the man of the world, etc.¹⁶

Need of Reading and Study.

An understanding then of boys, such as the leader or Scout Master should have, makes necessary the need of the knowledge of psychic changes and their causes. Work with boys planned in accordance with the principles of the recapitulation theory definitely places it on a solid footing, and makes the handling of the boy groups so much the easier. Scouting concerns itself with boy-life from the pre-adolescent period of boyhood through the changes of adolescence to young manhood, and the Scout Master should therefore familiarize himself with the origin, development, cause, and treatment of the desires and needs and characteristics that form the boy's life during this period of his life. To do this he should seek to augment his knowledge by all such reading as can be obtained on the subject. This foregoing brief outline of boy development should serve only as aid in pointing out the way for a more thorough study of the subject, just as the whole “Scout Masters' Manual” serves as a source of suggestions in the greater field-work.

¹⁶ Fiske, “Boy Life and Self-Government,” pp. 238-239.

Kirkpatrick, “Fundamentals of Child Study,” Macmillan Co.; Forbush, “The Boy Problem,” Pilgrim Press; Fiske, “Boy Life and Self-Government,” Y. M. C. A. Press; “Applied Ideals in Work with Boys,” Association Press; Mangold, “Child Problems,” Macmillan Co.

CHAPTER V

SUGGESTIONS TO SCOUT MASTERS

PART I

PROGRAMS FOR SCOUT MASTERS

BY IRVING E. VINING AND GEORGE H. MERRITT.

Introduction to Programs.

To meet a general and imperative demand by the Scout Masters of America, the following programs have been formulated and arranged. They are to be used by the Scout Masters as suggestive aids in connection with the "Handbook for Boys."

As suggestions, the programs are subject to such alterations as to sequence and material as will best meet the particular demands of definite needs and specific localities. Unlike the "Handbook for Boys" they are *not* to be placed directly in the hands of the Boy Scouts, but are supposed to be used by the Scout Master and his assistants alone.

These programs have been planned to provide instruction and progressive advancement in Scout work for a troop of twenty-four boys, or three patrols; and present accurate and detailed material arranged in a progressive manner corresponding to the gradual awakening and manifested ability of boy-life.

PROGRAM I

First Meeting

A Pioneer Story — Personal Experiences — Purpose of Scouting — The Scout Oath and Scout Rank — Definite Organization — Use of the Handbook — Announcements — Adjournment.

This program presupposes that a meeting of boys has been called. A number of boys should have been previously instructed as to the object and activities of Boy Scouts.

1. Have an *intensely interesting* tale of the life and early settlement of your community narrated by a pioneer or one of his descendants. *Limit this to fifteen minutes, or omit this rather than have a dry, prosaic recital of uninteresting details.*
2. Have certain boys, good talkers, previously prepared to carry on the local interest by stating personal experience in camp and outdoor life.
3. Incorporate the spirit aroused by these stories into your organization by telling vividly the purpose and objects of the Scout Movement.



A SUMMER CAMP OF BOY SCOUTS

4. Explain the importance and significance of the Scout Oath as discussed on page 14 of the Boys' Handbook. Embody what you have just said into a definite form by displaying the various badges of merit and rank, the troop colors and patrol insignia, and the national flag as emblematic of their pledge of loyalty to this oath and their country. Impress the idea of progressive merit as indicated by the various badges of rank.
5. Develop the idea of a definite organization. Do this *in such a way as to arouse their approval and show that it is in response to their personal demand and interest.* Show that you mean business. Give the boy application blanks. Explain their use and

- purpose so that the boy can answer the questions which may naturally arise or be put to him by his parents when their signatures are requested.
6. Pass around copies of the Boys' Handbook for inspection and explain its use.
 - a. Refer to the various sections and topics contained therein.
 - b. Let the boys ask questions. Answer them from the Handbook.
 - c. Ask questions of the boys. Let them answer from the Handbook.
 - d. Point out the accurate practical information embodied in the different chapters.
 - e. Close with interest in the Handbook at fever heat.
 7. Arrange a definite time and place for the next meeting.
 8. Close your meeting with three cheers for the Scout Movement and any other good yell which may be improvised for the occasion.

PROGRAM II

The Creation of Enthusiasm — The Appeal to Interest

Applications — The Scout Yell — Temporary Secretary — Tenderfoot Scout Requirements — Scout Oath, Scout Sign and Salute — Knot-Tying and Lariat — Announcements — Scout Yells.

This meeting should be creative of much enthusiasm and contain as many events of appealing interest as possible.

1. Call the meeting to order and receive the application blanks given out at the first meeting. Be prepared to answer any questions the boys may ask as to these applications, and encourage them to ask for such information.
2. Lead the boys in the Scout Yell, and in any other good yells which you may deem best for the occasion. Discuss the yell and the reason for it. Point out its application as a pledge reminder of the Scout Motto and the Scout Oath, and its value as serving to create loyalty. The use of the yell has its chief value in bringing the boys together into a closer social compact; it appeals directly to the group instincts of the boy and is corrective of his self-consciousness. A few yells will ser-

5. Turn to page 14 of the Handbook and read the Scout Oath aloud, and explain carefully each part of it. Show the method of taking the oath. Call attention to the Scout Sign and Scout Salute. (See also section on the Scout Oath and Scout Law in the Handbook.)
6. Turn to page 49 of the Handbook and point out the methods of knot-tying and the different knots represented. Explain briefly why the knowledge of knots is important, and the practical uses for the different knots. Have materials ready so that each boy may practice whipping the rope ends and the tying of several knots under your guidance. Go carefully through the preliminary steps and make sure that each lad understands them. Ask questions as to the three qualities of a good knot, and let the boys answer from the Handbook. Also have an upright in the hall, or something similar, and plenty of rope so that the boys can practice lassoing; show them the correct method of preparing the loop, and of holding and throwing the rope. Encourage them to learn as many of the knots as possible and to practice with the lasso at home, so that at the next indoor meeting, contests can be held to see who has become most proficient with the lasso and as knot-tyer.
7. Set a definite time for your next meeting.
8. Close the meeting with three cheers for the Boy Scouts and the Scout Yells.

PROGRAM III

Practical Scouting — First Principles

Opening — New Applicants — National Flag — Drill Practice — History and Composition of the Flag — Tenderfoot Examinations — Games — Daily Good Turn — Need to be Physically Prepared — Hike Arrangements — Yell Practice.

This program presupposes that nearly all of your boys have obtained copies of the "Handbook for Boys," or have been encouraged to do so as soon as possible. By this time those who have books are beginning to use them intelligently, and all want to take up some sort of actual scout practice as soon as possible. So this meeting should be replete with interesting events, and the boys should be told

that the next meeting will be outdoors in the country or woods for the practice of actual scouting.

1. Open your meeting with a few yells.
2. Receive new applications for membership, and welcome such applicants.
3. Display the National Flag and Scout emblems, and ask the boys to explain the Scout's pledge to the Flag. Also explain the drill formation, and have a practice of the drill and Scout Salute to the officer (Scout Master) and the Flag.
4. Relate the history of the American Flag, and explain its composition. Ask the boys what other national flags they have ever seen, and what the colors and emblems represented, etc. Refer them to the first few pages of any Unabridged Dictionary for picture-plates of different national flags, or, if such a book is handy, let each boy have a look at the pictures. If the boys know the tune of the "Star-Spangled Banner" it might be well to sing one or two verses of that song. (For song see page 358 of Boys' Handbook.)
5. Again call attention to the requirements for Tenderfoot, and set the 5th meeting as the definite time for the Tenderfoot examinations. Have each boy repeat as many points of the Scout Law as he has yet memorized, and emphasize the need to "*Be Prepared.*"
6. Give the boys something to do in the way of exercise, such as Hand Wrestling (page 303, B. H.), Shop Window Indoors (page 309, B. H.), Scouts' Nose Indoors (page 310, B. H.), or any other applicable game or exercise.
7. Speak of the "Daily Good Turn," and emphasize the need of it. Arrange with the boys to be able to give a report of the good turns that they have accomplished during the ensuing days at the next meeting. Impress the value of service.
8. Call attention to Chapter 7 of the Boys' Handbook and the proper carriage each Scout should **see** maintain. Speak of the benefit of **bathing** proper eating and the right amount of **sleep**, the need for being physically "**prep** Demonstrate and practice for a period of

1. Get into the country or woods as quickly as possible. On this walk call attention to every bird and undomesticated animal seen en route, and if the name of the bird or animal is unknown make note of it and have certain boys find out by next meeting.
2. If there are clouds in the sky, call attention to them while en route to the woods, tell what kind they are, and give a brief outline of the different kinds of clouds and what they signify.
3. Have the boys play "Follow the Leader" or "Far and Near" (page 315, B. H.) until a suitable spot has been reached which will serve as the camp. If the latter game is played, the following details are suggested as scoring points:

Each bird seen	1 point
Each domestic animal seen	1 point
Each wild animal seen	2 points
Each snail found	2 points
Each animal track	4 points
Each bird track	5 points
Each different kind of tree-leaf	3 points
Each different kind of flower	2 points
Each different kind of moss	3 points
Each small rock of different composition	2 points
Each small article of man's manufacture, such as buttons, matches, etc.	4 points
4. If the nature of the ground will permit, practice drill formation and Scout Salute. Also have a practice of the first seven or eight of the setting-up exercises.
5. Draw lots, if there are not enough hatchets for each boy, and practice building and lighting a fire, using only two matches. Let the boys do it without advice.
6. Appoint three boys to serve on a committee to select two or three suitable names for the patrols, reports to be called for at a later meeting.
7. Report decision of best written observation list as planned in Program IV.
8. Make use of your story or Scout Yarn. Don't make it too long.

9. Show the boys how to make use of landmarks by noting any particular hill, big tree, forest, or permanent landmarks by which location and direction can be determined and remembered.
10. Play the game of "Stalking and Reporting." (Page 307, B. H.).
11. Have with you a small compass. Show the sixteen principal points, and explain briefly the use of the compass in the field. Refer the boys to the diagram on page 52 of the Boys' Handbook for future study and reference. Explain briefly the difference between the true north and the magnetic north.
12. Send the boys home, two or three in a group, each group to start at a different time and by a different route. Have it well understood that each group is to report at the next meeting what they observed and what they did while en route home.

PROGRAM VII

Tenderfoot Scout Investiture

Opening — Drill — Address — Tenderfoot Examination Reports — Reading of Scout Oath — Address — Investiture — Scout Master — Administering the Oath — Investiture — Questions and Answers — Tenderfoot Badges — Drill and Flag Salute — Announcements — Adjournment.

This is another important meeting and should be well prepared for in advance. You announced at the last indoor meeting that at this meeting those who had successfully passed the examinations would be sworn in as Tenderfoot Scouts. This "Swearing in" ceremony should be invested with privacy and as much dignity as the occasion will warrant. The Boy Scouts as an organization is not in any sense a secret order, but the importance of conferring the different Scout ranks upon the boys will loom large in their minds if the knowledge of investiture is not shared with everybody. Moreover, it would appeal to the boy's inherited social tendencies to invest the ceremony with a formal dignity and use some simple form of initiation.

In preparing for this meeting, care should be taken to have all the arrangements carefully completed. The Tenderfoot badges must be ordered in plenty of time, and all materials needed be in readiness for the occasion. In or-

dering the badges the following rules are to be observed:

1. *Badges should not be ordered until after boys have actually complied with the requirements prescribed by the National Council and are entitled to receive them.*
2. *All orders for badges should be sent in by the Scout Master with a certificate from the Local Council that these requirements have been complied with. Blanks for this purpose may be secured on application to the National Headquarters. Where no Local Council has been formed, application for badges should be sent direct to Headquarters, signed by the registered Scout Master of the troop, giving his official number.*
3. *Scout Commissioners', Scout Masters' and Assistant Scout Masters' badges can be issued only to those who are registered as such at National Headquarters.*

The Tenderfoot badges are seven-eighths of an inch wide and are made either for the buttonhole or with a safety-pin clasp; when ordering state which is preferred. As it will be necessary in a very short time to elect the Patrol Leaders, these badges should also be ordered at this time; the price is five cents, the same as for the other Tenderfoot badges. (See page 13, B. H.)

It might be a good thing to invite the parents of the boys to this meeting, and if this is done, seating arrangements must be made for those who care to come. There should also be present the Court of Honor or at least one member of that body to announce the report of the Tenderfoot examinations, and lend importance to the occasion. If it is decided to have the parents present at this meeting, it would be a very good idea to have some man who is well known and looked up to by the boys to make a five-minute talk on the Scout Movement; if this is arranged for, you should see that he is well posted. The Information Bulletin issued by National Headquarters will serve the purpose. Have present some gentleman well known to the community, a lawyer or judge if possible, who will make a five-minute speech on "Law and Its Place and Value in Good Citizenship."

1. *Open the meeting with the Scout Yells.*
2. *Call for drill formation, and salute the Flag, etc.*

3. Have the address on the Scout Movement by the invited speaker, if such an event has been arranged for.
4. Have the report of the Tenderfoot examinations made. The speaker should be prepared with a list of the percentages, and should make a suitable comment.
5. You, as Scout Master, should read the Scout Oath and explain briefly what each phrase means. This repeated explanation of the Scout Oath serves two purposes: It instructs the visitors or the parents who are present as to the meaning and value of the Oath, and it is valuable because by its formal presentation at such a time, when the boy is impressed by the dignity of the occasion, the Oath as a whole and its meaning will appeal to him in a stronger light and attain an increased importance and significance.
6. Announce the address on "The Idea of Law and Its Place and Value in Good Citizenship," and introduce the speaker. The speaker should be previously instructed to read the Scout Law, at the end of his speech, and with a brief comment show how it teaches the boy to become a good citizen.
7. The investiture of the Scout to the rank of Tenderfoot should now begin. The regular ceremonial follows:
 - a. The Scouts are called to stand at attention, and the Scout Master asks the following:
 - (1) "Scouts, you have given careful attention to the reading of the Scout Oath and Scout Law; you have also passed the required tests and have become eligible to the full rank of Tenderfoot Scout. Is there anything about the Oath or Law that you do not understand?"
Scouts, in unison, answer: "No, sir."
 - (2) "Is there any reason why you should not take the promise of the Scout Oath?"

The Scouts answer: "There is not, sir."

- b. The Scout Master then continues as follows:

"In the olden days a knight gave help and protection to other men and women whenever he had the opportunity to do so. A solemn promise upon his honor was always exacted before a man could become a knight. You are the knights of these modern times in America. The promise those men made was called an oath. It was not, however, the same kind of an oath that we make in our courts of law. It was a solemn promise that they would always be pure and honorable, loyal and true, and would help all those who needed assistance. This is the meaning of our Scout Oath, and as you are sworn in as Tenderfoot Scouts, you are to keep this in mind."

- c. The Scout Master then proceeds to administer the Scout Oath as follows:

(Note.—The Scout Master should always administer the Oath and conduct the investiture ceremonial in order to strengthen his influence on the boys.)

- (1) The Scout Master arranges the boys in a large half circle, so that they stand side by side and all face his position, which should be at least seven or eight feet from the boy immediately in front of him.

- (2) He will then say: "Place your heels together and give the Scout Salute." When this is done by the boys, he continues: "The Scout Salute, with the three fingers upright and together, reminds the Scout of the three promises of the Scout Oath. You will now repeat the Oath after me, in this manner. I

(giving full name), promise on my honor that I will do my best," etc. The Scout Master will then give the Scout Oath with sufficient pauses so that the applicants will have no difficulty in repeating the successive phrases after him. At the time of taking the Oath the applicant will stand holding up his right hand, giving the Scout Sign.

- (3) When the Scout Oath has been taken, the Scout Master will say: "Scouts, I now give you the grasp of the Tenderfoot and welcome you into our ranks as members of the Boy Scouts of America. May your progress be ever onward and upward." As he says this, the Scout Master passes around to each boy in succession, giving him the handshake.

- d. The investiture to Tenderfoot rank now takes place.

The Scout Master will now ask and receive answer to the following questions:

Scout Master—"What Scout rank do you seek?"

Scouts (in unison)—"The rank of Tenderfoot."

Scout Master—"Have you completed your tests before the Court of Honor?"

Scouts—"Yes, sir." When the examination reports are announced earlier in the evening, each successful applicant should be furnished with a certificate of passing. And they finish the answer to the preceding question by adding: "Here is my certificate of passing."

Scout Master receives the certificates and says:

"You have clearly earned your honor, but before granting it I must ask you a few questions."

- e. The Scout Master will now ask and receive answer to the following questions from each boy separately in turn:

Scout Master—"Did you fairly win this distinction on your honor?"

Scout—"I did, sir."

Scout Master—"Have you faithfully kept, to the best of your ability, all the obligations of the Scout Oath and of the Scout Law?"

Scout—"I have."

Scout Master—"Have you kept in mind the "Daily Good Turn" and have you regularly done your duty in this respect?"

Scout—"Yes, sir."

Scout Master—"Of what does the tying of knots remind you?"

Scout—"To do a good turn to someone daily."

Scout Master—"Of what does the Scout Sign remind you?"

Scout—"Of the three promises of the Scout Oath."

Scout Master—"How can you honor your country?"

Scout—"By preparing myself to become a good citizen."

Scout Master—"What is the Scout Motto?"

Scout—"Be Prepared."

- f. The Scout Master will now decorate the Scout with the Tenderfoot badge, saying: "Scout (giving name, as John L. Wilson), I take pleasure in decorating you with this badge of the Tenderfoot Scout rank and hope that it may be the beginning for you of greater honors. Be a good Scout always and never fail to do your duty."

8. After the investiture ceremony is finished, call for drill formation and salute the Flag.
9. Have the boys take their seats, and announce the time and place of the next meeting.
10. Close the meeting with a verse of "The Star-Span-gled Banner." (*Everybody Standing*)

Note.—It would probably be best to previously in-struct one or two of the boys in the investiture ceremony so that they can lead the others in the answers. It also might be a good thing to practice over the whole ceremony with them.

Before ordering supplies of any kind read the directions as given on page 14 of the Boys' Handbook.

PROGRAM VIII

Practical Scouting — Instruction

Drill — Observation Reports — Good Turn Reports — Games — Second Class Scout Requirements — Signaling Instruction — Assignments — Adjournment.

This should be a practical scouting meeting indoors, and should be largely instructive.

1. Open the meeting with drill formation and a flag sa-lute.
2. Receive reports of Scout Observation, as arranged for in Section 10, Program VI. *Have as many of the groups report as possible, but do not spend too much time with it. Twenty minutes at the most should suffice, even if some of the groups are not heard from. These Scout Observation Reports were arranged for at the close of your last outdoor meeting, so previous to this meeting you should try to see as many of the groups as possible and advise them as to their preparation of such reports, etc.*
3. Pick out several boys at random to give a report of their "Daily Good Turn." Comment and encour-age them in this suitably but briefly.
4. Now before the more serious instruction of the even-ing, it would be best to have a game of some kind. Cock Fighting (page 308, B. H.), and Hand Wrestling (page 303, B. H.), or Badger Pulling (page 303, B. H.), are suggested, and two of these

games might well be played at the same time by different boys.

5. Call the boys to order once more, and read over the Second-Class Requirements (page 17, B. H.). Announce the practice of the outdoor meeting, with the date thereof, refer to the 2nd, 3rd and 10th requirements, and point out in the Handbook where they are especially treated. (Respectively: Chapter VII, page 255; Chapter IV, pages 202-208; and Chapter I, page 52.) Also call especial attention and comment briefly upon the 9th requirement, and give arguments in favor thereof.
6. Demonstrate the manner in which communication is carried on in the Semaphore, Morse or Myer Codes by means of the wig-wag or flag. This should be brief and only explanatory of the principles involved. *Ten or twelve minutes should be enough time for this demonstration.*
7. Advise the boys to look over carefully the sections referred to, and especially those requirements to be put into practice at the next outdoor scouting meeting. Request that the boys learn by that time the principal points of the compass.
8. Make announcements for the next meetings, indoors and outdoors, and adjourn with a few Scout Yells.

PROGRAM IX

Practical Scouting Practice of Second-Class Requirements

Observation Contest — Requirement 4 — Trailing Practice — Games — Compass Instruction — Compass Games — Fire-Building — Lunch Preparation — Cleaning Camp — Story-Telling — Signal Practice — Scout Game — Map-Making — Announcements — Adjournment.

This is your outdoor instruction meeting arranged for at the last indoor meeting—a practical Scouting practice of the Second-Class Scout Requirements. Among the things needed to take with you in preparation for this practice are wig-wag flags, pencils and score-cards for games, a knife or hatchet for each Scout, plenty of matches, and a good compass large enough to show and give the lettering of the different points (and, if possible, degree marks as per diagram, page 52, B.H.). Plans should be made for an all-

day hike, and a previously prepared lunch taken with you, as before. The distance traversed for these few hikes should not be farther from town than an easy walk, but the practical Scouting and the noon camp should by all means be among the wilds of natural woodland or public park lands. In these Scouting expeditions always strive to get near to nature.

1. Make a start at exactly the prearranged time, and as you pass from the city or town into the country try out the second part of Requirement 4. That is the satisfactory description of the contents of one store window out of four observed for one minute each,—strictly as observation test. Before you start with such a trial explain carefully the rules that should be observed, and by use of a pencil and score-card let the observation trials have somewhat the nature of a game. Of course the number of windows can be varied in the tests as to the needs and memory ability, starting with one out of two or three and increasing with experience and practice to one out of six or seven. *This observation and memory work is of extreme value to the boy in creating in him through practice a keenness of perception and a quickened mental activity. So from time to time as opportunity occurs in starting out on or coming in from a hike this exercise should be put into practice. Your good judgment is all that is necessary to determine how much time should be given to these tests; usually the distance from your objective point and the needs of the occasion will help you in your decision.*
2. When the open country or woodland has been reached, practice the first part of Requirement 4. The ability to trail half a mile in twenty-five minutes should be easily accomplished by any boy not a cripple, as the average rate of walking for a man is fifteen minutes per mile. "Scout's Pace," or Requirement 5, already practiced at a previous meeting, might also be used again at this time for a short distance, so that all of the boys may understand thoroughly what it is and learn to do it properly.

3. If a previous location for the noon camp has already been agreed upon, two boys might be selected to serve as "hares" and sent out ahead with their pockets full of confetti paper or shelled corn, and everybody thus join in a game of "Follow the Trail." (See page 310, B. H.)
4. Arrived at a suitable location for the camp, it would be best to have one or two instructive games before the preparations for lunch. As the consideration of the compass is most important, and as the 10th Requirement makes necessary a knowledge of its sixteen principal points, you should proceed to give a practical field demonstration of its use. The following games are suggested as a help in the instruction, to create interest in the practical use of the compass and to engender in the boy a desire for a more thorough knowledge of determining proper directions.

- a. "Boxing the Compass"

Take a suitable point as a center and from it take bearings for the principal sixteen points of the compass about eleven paces each from the center point. Since the radius of your circle will then be thirty-three feet, your points will be approximately about twelve feet apart. Instruct the boys how to take bearings and establish the points. By demonstration establish the main points North and South yourself. Have the boys, by group, locate the other points around the circle according to instruction and advice, and then check up to see that the distances are nearly approximate. Mark each point thus established with a stake or something similar and attach thereto a properly labeled card. *These cards should be prepared in advance — heavily inked letters, readable at some distance, on square pieces of cardboard from five to seven inches on side, and each should by its lettering represent one of the compass points, as N., NNE., NE., ENE., E., etc.*

When the points have all been properly marked, have the boys select four of their

number to choose up sides, and when this in turn has been done, each side will in its proper turn start at the North point and "Box the Compass" in the proper way with the use of these sixteen points three successive times around the circle. This is done in the following way:

Suppose one side, to be lined up at the North point, then the leader will take his position at this point and call out loudly, North, then the second boy will run on to the next point along the outer border of the circle, and call out in the same way North Northeast, and the next boy will do the same with the next point and call out Northeast. There will be a certain time limit established in getting around the circle—a matter for you to determine each time the game is played, because of the changing conditions. If there should be six boys on each side, each boy would therefore occupy eight points during the three times around, and so should obtain a very good idea of the correct sequence of points. Every mistake made in calling out will count as a forfeit and every minute over the required time will count as three forfeits. When each side has had three trials around the compass with marked points, all the card-markers are taken away except the one at the North point, and each side has three more times around in the same manner as before. That side having the least number of forfeits at the close of the game will be declared winners. The rules to observe follow:

- (1) Each side will start at the North point.
- (2) The run from point will be on the outer edge of the circle and never across the circle.
- (3) Each point shall be called out loudly and distinctly.
- (4) The Scout Master or referee shall stand at the center point, and be

careful to score each slight mistake with full count.

When the boys have become fairly proficient in the knowledge and relative position of these points, the game can be made more complex by the use of all the points of the compass—thirty-two in number. They will then be approximately six feet apart. And the game will, of course, be played in the same manner as in the simpler form.

b. Compass Points

This game should be played only after the boys have become more or less familiar with the relative positions of all of the principal points of the compass.

This game is similar to the other compass game and requires the same general preparation in taking bearings, locating points, and establishing a ground plan of a compass. Suppose the points are all properly located and marked with the prepared cards, the game is then ready to begin. Have two boys choose up sides, and have the group that is to begin the game stand ten or twelve feet away from the North point, and outside the circle with their backs thereto. Assign to each boy in the group some one compass point to locate, when the signal is given. At the given signal the boys make a rush for their respective positions, and all those who do not get to their correct places in a certain limit of time forfeit one point. *Of course, the boys might start from the center point of the circle instead of the North point, and if such is the case, they will stand facing the Scout Master or referee at the center point while the location points are being assigned. Since only one side contests at a time, the other side will help the referee in watching out for mistakes. It will be by far the best to have previously prepared cards representing by lettering each a compass point, and after shuffling at the*

beginning of the game these cards should be dealt out and pinned on the boys' coats or shirts at each new assignment of location points; the letters, of course, should be large enough to be readable at some distance.

The time limit for reaching points should be determined in each case according to the conditions and distance, etc. The sides will alternate in trials with different location points assigned to each boy each time (cards dealt out, if cards are used); there should be two trials, each with unmarked points. The side making the least number of forfeitures during the set number of trials will be declared winners. This game can also be varied by making use of all thirty-two points of the compass, when the boys are ready for it. The game will be played the same in each case. The rules to observe follow in outline:

- (1) During assignments the boys will stand with their backs to the points; any boy caught looking to see where he is to go, before the signal is given, will forfeit three points.
 - (2) Each mistake made will count for two forfeits.
 - (3) Each contestant will forfeit one point if he does not get to his place within the limit time.
 - (4) Each boy caught directing another of his own side to the proper position will forfeit three points.
5. Demonstrate the correct use of knife or hatchet, and the correct way to build and light a fire, giving definite explanations as to the best manner of preparing material, laying wood in place, holding match, etc. *Failure to meet the Second-Class test is often due to the fact that not enough wood is prepared at the start. Success in the fire-lighting contest is often due to proper regard of this important point. It will be best to read over the article on page 158, B. H., on the building of a camp-*

fire, as that article contains several helpful suggestions.

6. Have the boys practice building and lighting a fire, using only two matches. Let the boys do it without advice — singly or in groups of two.
7. Prepare for lunch and camp-fire as in the previous outdoor meeting, and be sure to give each boy some definite thing to do in the preparation.
8. At the end of the lunch, clean up the camp, put out the fires in the proper way, etc. And then, if the boys would like it and the time will warrant, tell or read a good camp story.
9. Divide the boys into groups of four each, send them out at proper distances from one another and from your station at the center, and begin the practice of the practical application of the Morse or some other signal code. Each group station should be within sight of your station, where there will also be located one of the groups, and communications by questions and answers carried on from this central location. Each group should have a copy of the Boys' Handbook and a wig-wag flag, and each boy in each group should alternate in the sending and receiving of messages. *The Morse Code and instruction in its use should previously be looked over and explained before the groups are sent out, but the best method of getting instruction will, of course, be in actual practice. For the Code and instructions, see page 202 and top of page 204, B. H. It might also be well to practice at this time the whistle signs and commands as given on page 208, B. H.*
10. If the boys tire of this practice, and there is still time before leaving for home, a game of "Hat-Ball" would be popular and be appreciated. (See page 303, B. H.)
11. Ask the boys to each prepare a plat of their locality, with their home as a center, to be turned in at the next indoor meeting. If in the city, to locate on such plat all fire-alarm boxes, hydrants, fire-stations, police-stations, telegraph offices, etc., with *the correct* direction from the central point or home to be indicated in each case. If in a town

or village, to locate fire-hydrants, telegraph and telephone offices, town hall, churches, and other places of public importance, in the same way.

12. Announce time and plans for next indoor and outdoor meetings, and set out for home. It might be well to have a game of "Far and Near" or some similar game of observation on the way home. (See page 315, B. H.)

PROGRAM X

Health and Care of the Body

Collection of Maps — Address — First Aid Instruction — First Aid Demonstration — Memory Test — Physical Examination — Adjournment.

You should prepare for this meeting by having present a physician, surgeon, or competent nurse who will consent to deliver a short address on the Care of the Body, and give instruction in Elementary First Aid. Several rolls of bandages, splints, adhesive tapes, court-plaster, arm slings, etc., will likewise be necessary, and should be in readiness. If a physician has consented to be with you on this occasion, he perhaps would also be quite willing to conduct a physical examination of all the boys in the Troop; if he is interested in boys, he might consent to act as the regular examiner for the patrols or Troop. A boy should know the condition of his heart and lungs before entering any athletic contest. If he has any defects in his breathing apparatus — nose, throat, or lungs — these should be attended to or they will seriously interfere with his endurance tests and his entire physical development.

It would be a very good idea to have a physical examination of each Scout as soon after he has become a Tenderfoot Scout as possible, and to conduct a similar examination of the same Scout once every six months thereafter and as long as he remains a Boy Scout.

This meeting might be held on any week night, in order to best conform to the physician's time or convenience, but, if on a night other than Friday or Saturday, care should be taken that the boys do not neglect their preparation for the next day at school. The School Boy Scout should remember the Scout Motto — to "Be Prepared" — and should also remember the first point of the Scout Law —

to be honest and trustworthy. Therefore a real Scout cannot be negligent in the preparation of his school lessons, and should be on his honor in such a case to "Be Prepared."

1. Collect the direction plats which were to be handed in at this meeting. Announce that you will look them over and advise as to corrections at the next meeting.
2. Have the address on "Health and Care of the Body."
3. Have a talk of several minutes' duration on First Aid, and demonstrate by use of bandage, splint, slings, adhesive tape, etc. Call the attention of the scouts to the section in the Boys' Handbook on "First Aid for Injuries," pages 273-279. Have the boys practice the methods of applying aid for breaks or fractures of the leg, thigh, and arm under your surveillance and guidance.
4. Demonstrate the proper methods of carrying the injured, and have the boys practice those methods.
5. Call for volunteers to repeat the Scout Oath, the twelve points of the Scout Law, what the Scout Sign means and how it is made, to give the sixteen principal points of the compass, etc.
6. Conduct the physical examination, if it is possible to have it at this time. *In this examination the physician should test the heart and lung action. He will most likely advise you as how best to get rid of the deficiencies that may come to your notice in this way.*
7. Make announcements of the plans in view for the next two meetings, and adjourn with the Scout Yells.

Note.—One announcement that should be made at this time is that the Scouts should prepare for the nomination and election of their Patrol Leaders at a near date, and should have someone in mind who would make good leaders, by that time. And you should announce, further, that those who will be elected at that time will then be eligible to take the special tests given to Patrol Leaders of Tenderfoot Scout Rank, said tests to be secret, to be taken for the purpose of proving special ability and efficiency as a Tenderfoot Scout, and to be given by the Scout Master. And you should announce that the final organization of the

Troop will be completed at that coming meeting. By this time you, yourself, will have noted who in your Troop are the natural leaders among the boys: these fellows will make the best Patrol Leaders, if they can pass the efficiency tests, and are worthy and can be encouraged to strive toward better standards of excellence. Always let the boys choose their own Patrol Leaders by popular vote, subject only to certain attainments of proficiency as Scouts and to your best judgment; never allow likes or dislikes or favoritism to influence you in the approval of their choice. Have it understood, however, that no Tenderfoot Scout can become a Patrol Leader unless he can attain a grade of 90 per cent. in the Tenderfoot Examination Test; and that no Scout can pass the test with a grade of 85 per cent. If the elected leader is not proficient in the special test, the Assistant Patrol Leader elect will become Patrol Leader in his place if able to pass the test successfully. And, further, that if neither elected leader can pass the requirements, another election must take place for two more Scouts to make a trial, etc. It is the natural leaders that will be the best leaders, and that you will want most, if they can be encouraged to make themselves the most proficient, and become best "prepared." In each group of a dozen or more boys there are always a few who come to the front as leaders, and the others will sooner or later fall into the habit of following the dictates or advice or example of these few. These are the chaps you will need to look out for, because, if they can be influenced and guided by your good advice and personal contact with them to develop their natural ability to lead others along the right lines, you will need to look no farther for Patrol Leaders, for you have in them for such leadership in the making the best material in the country.

PROGRAM XI

A Day in the Field—Practical Scouting

"Scouting"—"Hat-Ball"—Tree-Study Contest—Signaling—Compass Games—"Stalking and Reporting"—Lunch and Camp-Fire—Fire-Building Contest—Camp Yarn—Map Reports and Assignments—Homeward Bound—Star Study.

This meeting should be on a Saturday or half-holiday, and starting shortly after the noon hour should continue along into the evening and end with the homeward walk. If the trees are in leaf, have each boy take with him on the

hike any sort of a magazine or booklet so that it may be used for the collection and storing of leaves for your tree-study contest. A preparerd lunch should be taken along — such as meat and egg sandwiches, cheese, cookies, etc., and each Scout should likewise have with him his staff, a plate and a cup, matches, a candle, and a knife or hatchet, and suitable straps to attach the little pack thus collected to the back; before starting out you should see that the packs are properly adjusted, and demonstrate the correct manner of carrying any sort of a pack on the back. It would be best for each boy to have a haversack by this time (see page 363, B. H.), for there will soon be need of one for the over-night hikes, and it proves very handy as an easy and adjustable pack. Another handy thing, of course, to have along on the hike is the individual mess-kit (see page 364, B. H.) For information in regard to the necessary staff, see page 365, B. H. Several small coffee-pots should be taken with you, as well as enough ground coffee or cocoa to supply the Troop (also a can of condensed cream and a small quantity of sugar in cans). Among other things, you should also be supplied with wig-wag flags and several small compasses, if the latter can be obtained for the occasion; likewise, you should have previously looked over and made what corrections you thought best on the maps or direction-plats which were handed in at the last meeting, and these should be taken along for discussion during the afternoon. For this afternoon hike some place should be chosen that is already fairly well known to all members of the Troop, and before starting out you should make a rough sketch or map of the chosen locality, showing directions from known landmarks, trend of streams, roads, fence-lines, etc. This little map will prove of great value for use in scouting games, and serve as an excellent demonstration of the working value of such a sketch in practical scouting.

1. By the aid of your previously prepared map, study the locality into which you are going, so that before the actual start is made each Scout in the Troop will have some knowledge of the lay of the land, possible directions to be taken, etc. When *this has been done* pick out some well-known place *on the map* that will serve as a rendezvous, and *play the the game of "Scouting"* (page 298, B.

H.) by sending the Scouts out in groups of two or three and at different intervals in different directions, each group to arrive at the rendezvous within a certain limit of time, to report all animals or birds noticed on line of route taken, to report fully in the best manner what they saw and did, etc. *You will need to judge in each case, according to existent conditions, the method of point-scoring to be used, for what things to allow points, etc., and it will of course be imperative for you to get to the rendezvous as soon as possible after the groups are all sent out, so it will be best to give roundabout routes to the boys and keep the shortest and most direct route for yourself.*

2. As it will probably take some little time for all of the groups to arrive and report, as soon as two or three groups arrive and finish reporting it will be best to start a game of "Hat-Ball" to keep those occupied who have finished. However, before the boys start playing the game they should be instructed to dispose of their packs and staff, and lay the same aside in a neat and orderly manner. The game should be continued, taking in the later comers as they arrive, until all the groups have reached the rendezvous and properly reported.
3. Propose a tree-study contest and outline its principles and procedure. Such a game or contest ought to prove interesting to the boys and certainly would be highly instructive in observation and nature-study. Announce that the contest will be continued for the next four or five ensuing meetings, and set a definite date at which the results of the contest will be decided. *The suggestions as to plan and principles of the contest follow: Have the boys collect leaves from as many different trees and bushes as they can find. The leaves, while in the field, can be kept between pages of a magazine taken along for that purpose, but are to be posted each on a separate page of a note-book when the Scout again reaches home. Beneath each leaf in your note-book are to be recorded the date of collection, the name of the tree—genus and species—the period of leafing (when leave*

of that kind of tree first appear and when they disappear) and all other information about the leaf and the tree from which it comes, that the boy can obtain. The best note-book for general use would probably be one about eight inches by twelve; in this the leaf should be laid flat and firmly pasted in about the center of a page. On the opposite page to each leaf should appear its record, all the information in regard to the genus or species that the boy can obtain. The Scout who collects and records the largest number of different kinds of leaves, who gathers the best information for the record, and who makes up the neatest looking book will be declared the winner of the contest. Encourage the boys to come to you between meetings, if they need further information in regard to planning the book and affixing the leaves. In such cases merely paste in one or two leaves and point out the place for the record; let them do the rest, as it is their own work and experience in this that will help them most.

4. Have a practice of the signal code by means of the wig-wag, as suggested in Program IX.
5. Play one of the Compass Games with all thirty-two points of the compass in use. *Let the boys lay out the ground circle and locate the points themselves, with the aid of the small compasses. Do not give them advice unless it is absolutely necessary. In order to ascertain what information the boys have gained as to direction, it would be a good thing to pick several out at random, and placing a small compass in their hands, ask them to explain its use.*
6. If there is still time before dark, it would be excellent scouting practice to have such a game as "Stalking and Reporting." (Page 307, B. H.)
7. As evening shadows begin to fall begin preparation for the lunch and camp-fire. As there will be need of several smaller fires for boiling coffee, as well as the larger camp-fire, there will be plenty to do in looking for wood and preparing it for use. Give each Scout some definite thing to do that will keep him busy. Have a fire-building contest by

- groups of three boys each, best fire and speed to be counted. The winning group should be given the privilege of building the larger camp-fire; while the best of the others can be used for boiling the coffee, etc. As there will probably be need of six such small fires for this purpose, it would be best to assign four Scouts each to a fire. Give each group a coffee-pot and the proper amount of coffee, and explain to them how to "make" it; let them do the actual preparation in each case.
8. After the lunch has been eaten, tell one or two good camp stories. Call for volunteers to relate camp experiences or stories. Call for a number of "Daily Good Turn" reports.
 9. By the light of the fire, spend a few minutes in a consideration of the direction-maps previously referred to, point out corrections made, and criticise and praise where such criticism or praise is due. Assign different centers in the locality to each Scout, and ask for a similar plat to be drawn and filled in as before.
 10. Set out on the homeward walk, and as you go it might be well to relate a scout yarn or have such a game as "Follow the Leader," etc. If the stars are coming out and can be seen, tell the boys about the planets and real stars and their differences, and point out as many constellations as you can find. Briefly outline the Nebular Hypothesis, and see how many of the planets you can locate.

PROGRAM XII

Signal Practice

Signal Practice Stations—Station Duties—Semaphore—Signals—Signal Code Practice—Assembly—Adjournment.

This should be another half-day in the field, if at all possible. If, however, weather conditions will not permit, upper windows of several houses about town will do almost as well, provided the houses are so located that signaling can be easily carried on between them. As this is to be mainly a signal practice, a sufficiency of wig-wag flags and other signal apparatus should be on hand. If the practice is to be in the open, there will be no need of taking lunch or spending more than a couple or three hours in practice.

1. If in the woods, get out into the country as quickly as possible, and divide the Troop into several groups as on previous signal practice, and station these



SIGNAL CODE PRACTICE

groups some distance apart, so that at the most one group can be within sight and communication of only one other group; if in town divide the Troop into groups of four or five, and station them at

upper windows of houses, previously arranged for, so that communication can easily be carried on between the houses by signaling.

2. Each boy in each group should have some definite thing to do, and should rotate in their duties in a certain fixed and prearranged order. One should handle the wig-wag flags, another should act as the bearer of messages or assignments from group to group, another should serve as the receiver of messages, with Boys' Handbook, note-book and pencil, and another should serve as a reserve, helping to receive messages or to carry out instructions. The Scout Master should have his headquarters at the central station, but should, at least, visit each station in turn, to inspect and to give instructions.
3. If in the open there should be from 30 to 50 minutes given to signal practice of the Semaphore code, with the use of short commands given out by the Scout Master, and sent on from station to station.
4. As many of the signals as can be conveniently used should be put into practice in arranging stations, giving commands, etc., as given on pp. 208-209 under Whistle and Hand signals.
5. The remainder of the time should be taken up with Signal Code practice with the wig-wag flags. To aid in this practice, and to keep each boy busily employed, orders should be turned in at one station by the Scout Master to send a certain message by roundabout route to another station, out of sight of the sending station, and have the messenger of the receiving station bring in the message in written form to the sending station or headquarters. Also certain duties should be assigned as to reporting descriptions of the surroundings of each station, locating by compass the different points of interest with each station as a center, making a rough sketch of immediate surroundings and location of stations, etc. There should be innumerable methods and means of keeping the interest of the boys aroused, by suggestions that are bound to arise, according to the locality, the time, and the place.

6. The boys should all be called together in one place before leaving for home, and instructed as to the plans for the next outdoor and indoor meetings, and for the collection of station sketches, and for the giving out of new assignments, etc.
7. Adjourn the meeting with the Scout Yells. Send the Scouts out two by two, at different intervals, to their homes, each group to report at the next meeting what was noticed en route, all animals, birds, men and women, principal public buildings, and things of especial note.

PROGRAM XIII

Troop and Patrol Organization

Talk on Organization — Organization — Troop and Patrol — Patrol Names and Calls — Appointment of Constitutional Committee — Election of Patrol Leaders and Assistant Patrol Leaders — Address on Efficiency — Tug-of-War Contest — Refreshments — Troop Formation and Salutes — Adjournment.

This is another important meeting and should be well arranged for and carefully planned in advance. The following general suggestions may help out considerably, but you as Scout Master should be on the lookout for something interesting to add to the list of events of the evening, something of appealing interest to the boys, and something that will, of its own nature, lead to a greater efficiency of organization. It is suggested that the evening program be divided into parts, the first part to consist of entertainment and exercises. A speaker should be secured beforehand who will consent to give a short address on "Efficiency in Organization." It will make a very pleasant evening, and be doubly enjoyable to the boys, as an aftermath of the business program, to arrange for the serving of light refreshments during the latter part of the evening.

By this time you will have observed which ones of your boys are the leaders among the others, and are best fitted by ability and efficiency to become Patrol Leaders. You have made previous announcements to the boys to think over the situation and have in mind the best suitable candidate among them on patrol names, and they should be ready to give their final report at this meeting. Where it is thought best to have a constitution and by-laws for the troop organization you, as Scout Master, should be ready

with the draft of a suggested simple form. The use of such constitution and by-laws will serve to, promote the ideas and duties of citizenship and should prove of valuable service. Arrange for the speaker to come later in the evening, arranging therefor a definite time. And have the business meeting called (at the prearranged time) as early as possible.

Read italicized note of section 7.

1. Call the meeting to order, and in a few brief words state the need for a very definite organization, the election of Patrol Leaders and Assistants, patrol names and calls, constitution and by-laws, a regular order of business, etc.
2. *It is presupposed in this program that there is now the full number of Scouts in your troop, and therefore there will be three patrols, composed of eight Scouts each.* As each patrol in the troop has its own name and call, together with its own officers, you will now call attention to the difference between troop organization and patrol organization, showing how the same rules and regulations that govern the larger body necessarily apply to the different patrols, wherein the duties of the Patrol Leaders coincide and how the strength of the entire troop organization is built up and made compact by the well-organized and efficiently conducted patrols.
3. Call for a report of the Committee on Names, and when this has been given allow five or six minutes for the free discussion of the names by the different patrols, and then call for the adoption of a name for each patrol in order by majority vote.
4. If it is decided to consider the adoption of a constitution and by-laws, let it be understood that such conditions shall apply to the entire troop organization, and that the rules and regulations so adopted shall apply equally to members of both troop and the different patrols. It is suggestively urged that some simple form of constitution be considered, and if this is done, the Scout Master will appoint two or three members of each patrol to confer with him as to the suggested draft

already prepared, and to any new measures that may be considered. Arrange for the report of this meeting at the next indoor meeting, and the adoption of the constitution and by-laws at that time.

5. Conduct the nomination and election of Patrol Leaders and Assistants.

- a. Explain just what is meant by using parliamentary language, and call for nominations. Each patrol to turn in its own nominations.
- b. Give plenty of chance for free discussion. Explain how a Patrol Leader or Assistant must be an example to his own patrol and to the other patrols in the troop as well.
- c. Conduct the election by ballot, with one teller for each patrol. As Scout Master, you will be judge of elections and will instruct the Scouts as to proper method of voting by ballot system. You will also appoint one of the Scouts of the troop as clerk of the elections and instruct him in his duties. *In cases where there is only one patrol, two tellers will still be necessary.*
- d. When the votes have been counted the Scout Master will say: "As Judge of Elections I call upon Scout —, who is Clerk of Elections, to give the report of the Tellers."

And the Clerk of Elections replies:
"For Patrol Leader of (Buffalo) Patrol the tally stands:

Scout _____ votes
Scout _____ votes

Scout — is therefore declared by will of the members of _____ Patrol their Patrol Leader.

For Assistant Patrol Leader of —
Patrol the tally is:

Scout _____ votes
Scout _____ votes

Scout — is therefore declared by will

of the members of the — Patrol their Assistant Patrol Leader.

For Patrol Leader of — Patrol the tally is:

Scout ————— —————votes

Scout ————— —————votes

Scout — is therefore duly elected Patrol Leader of — Patrol." *And the same procedure applies for the other officers of the other patrols.*

- e. When the report of the tellers has been completed, the Scout Master will then say: "Scouts of Troop —, of the — and — and — Patrols, these are your elected leaders, who are now ready to undergo the efficiency tests. If they successfully pass these tests and so show their ability to become leaders of patrols, they will be installed at the next regular indoor meeting, and become your first leaders and representative Scouts. Scouts, as men congratulate their officers upon their election, you now have the opportunity to congratulate the officers of your choice."
6. Recall the meeting to order and proceed with the second part of your program. With a few appropriate remarks introduce the speaker on "Efficiency in Organization."
7. It would be best now to enliven things with some sort of physical exercise such as a Tug-of-War contest. Select two of these recently elected Patrol Leaders to choose sides, and see that the size and strength of the troop are as evenly divided as possible. *There should be a good, strong, heavy rope provided in advance for this contest—preferably a soft cotton rope of some thickness.*
8. If refreshments have been previously prepared, have them served at this time. *Ice cream and cake should be very suitable for this occasion.*
9. Call for Troop Formation, with the newly elected Patrol Leaders in position, and have the Scout and Flag salutes given. Make announcements for the

next indoor and outdoor meetings. State at this time that the next indoor meeting will be very important because of the Patrol Leader Efficiency Tests, the Patrol Leader Installation, and the adoption of the constitution.

10. Adjourn with a practice of the Patrol Calls and the Scout Yells.

PROGRAM XIV

Patrol Scouting

Observation Reports — "Stalking and Reporting" — Fire Building — Compass Games — Scout Games — Scouting — Patrol Practice — Announcements — Adjournment.

This should be another afternoon for practical scouting out in the open country. Inasmuch as the Patrol Formation has been more perfected by the recent election, this will be a good chance for the new officers to become used to their positions and duties. At the last indoor meeting the boys were sent home in groups of two, and were told to report at the next practical Scout meeting: one of each group should now be prepared to give that report. Before starting see that each Scout is properly provided with a knife or hatchet.

1. Get out into the open country as quickly as possible, and as you go receive reports of observation, as assigned at the last outdoor meeting.
2. When a suitable spot has been reached, play some game of practical scouting, such as "Stalking and Reporting." (Page 307, B. H.)
3. Have a fire-building contest. (Page 315, B. H.)
4. Play "Box the Compass" with thirty-two points.
5. Play "Stalking" and "Scout Hunting." (Pages 307 and 308, B. H.)
6. Pick out certain landmarks about a half mile or a mile apart, and send a patrol to each, with instructions to make a sketch of their position and correct directions of all principal objects from their station. *Each patrol should have, of course, one or two small field-compasses to work with.* Having completed their sketches, each patrol is to work toward a certain definite point about equally distant from all. Here you will station yourself, and the patrols will try to reach you unseen. The first

Scout of any patrol with a copy of the sketch of his assigned position, who reaches a spot within ten feet of you unseen, will be declared winner of the stalking contest, and his patrol be declared the winning patrol.

7. Make announcements for the next indoor meetings.
8. With Patrol Leaders as leaders play "Follow the Leader" (page 315, B. H.) on the way home.

PROGRAM XV

The Constitutional Convention

Order of Business — Report of Constitutional Committee — General Discussion — Adoption of Constitution and By-Laws — Scout Games — First Aid Instruction — Installation of Patrol Leaders — Announcements — Adjournment.

This meeting has been largely arranged for by the suggestions of previous programs but there are a few things that will need special attention and preparation before the meeting. As suggested in Program XIII, you have appointed a Constitutional Committee to prepare a draft of a constitution and by-laws to be submitted at this meeting; by this time you will have conferred with and carefully advised the committee at some special meeting with them, and you will also have ascertained what further business might be necessary or wanted other than that already suggested in your own submitted constitutional form. For those to whom it might be helpful, a model constitutional form for Boy Scouts is given in Chapter VI.

Besides the discussion of the constitutional measures and their subsequent adoption, there is also to be the installation ceremonies of those Patrol Leaders and Assistant Patrol Leaders who have been successful in passing the efficiency tests. The boys should understand that the positions are both elective and competitive; this knowledge of the aspirants for the different offices that there are to be competitive tests ahead of them will serve to eliminate the fellows who are natural shirkers, to deter those from seeking or accepting the positions who are not efficient to serve as Patrol Leaders, and who, having attained their positions by popularity, might later not live up to the responsibilities of their positions. You should have no trouble of this sort, however, if your judgment in the picking out of the right boys has been correct.

fore, for morning work—one to wash dishes and clean up the scraps, one to put out the fires, lay by more wood for the noon hour, and get things ready for the events of the day; one to clean up camp, putting all trash and refuse in the proper place, and one to put all bedding in the sun for airing, and clean up the tents.

4. 8:30 A. M. Have one or two lively morning games such as "Poison," or "Hat-Ball," or "Duck-on-Rock" (pp. 303, 304, B. H.).
5. 9:15 A. M. Call for Troop Formation, and give instructions for the day.
6. 9:20 A. M. Have all bedding neatly rolled, each Scout his own bedding, and deposited in the tents. Order preparation for a "hike."
7. 9:40 A. M. Presuming you are familiar with the country and location of camp in distance-relation to other points, send the patrols off in different directions on four-mile hikes, two miles out to certain points. All should return by noon. These should be observation hikes, and each patrol should take note of all different (known) types of trees and shrubs, all birds, and all animals seen en route. If tracks are found in sandy or muddy places, record of the fact should be made, their location, and probable origin, and, if possible, a diagram of same made on the spot. At the end of the hike, when the patrols have returned, a half-hour should be spent in giving in reports of observation, and for the rough sketching of the route traversed, from notes taken en route.
8. 11:45 A. M. Begin preparation of dinner, a half-patrol at each fire. *You and your assistants will carefully direct the cooking, and specially instruct the boys in the knowledge of Requirement 8 for Second-Class Scouts.*
 - (1) *Put a clean, flat stone over the fire, and when hot, lay beefsteak upon it. Turn the steak from time to time. Or hold the steak on pronged stick before the fire until cooked. Bake the potatoes with their skins on with the use of heated stones on the edge of the fire.*

- (2) *Clean potatoes, peel, and boil in a tomato can.*
- (3) *Scrape and cut up the potatoes, and boil with meat in a tomato can.*
9. Have a half-hour or more of complete rest. *Insist on rest and quiet.*
10. Wash the dinner dishes and cooking utensils, clean up camp, and put out the cooking-fires.
11. 2:30 P. M. Have a series of inter-patrol, inter-squad, and individual contests. *The following are suggested:*

<i>Water Boiling</i>	<i>Tent Pitching</i>
<i>Knot Tying</i>	<i>Signaling</i>
<i>Lasso Throwing</i>	<i>First Aid</i>
<i>Fire Building</i>	<i>Compass Work</i>
<i>100-Yard Dash</i>	<i>Broad Jump</i>
<i>Relay Race</i>	<i>220-Yard Dash</i>

Counts and honors should be kept track of, and some sort of point system established such as 5 for first places, 3 for second, and 1 for third place, the whole added up, the number of points completed for each individual squad and patrol, and winners declared.
12. 4:00 P. M. If weather and facilities will permit, have a half-hour's swim. In such case, the utmost care should be taken to guard against loss of life. *There should be row boats handy, and a life guard of the best swimmers appointed to provide against danger. All should be out and dressing by 5 p. m. For those who cannot swim or who do not care to, games can be started, giving the boys their choice. After the swim all should join in some good, healthful, active game. Where weather and facilities will not permit the swim, have a game of "Man Hunt" or "Deer Hunt." (See pp. 301, and 291, Boys' Handbook) at this time.*
13. Begin preparation of supper at 4:30 P. M., with same arrangements as before. Proceed with the cooking instruction.
14. 5:30 P. M. Break-up of camp. Put the whole troop at work striking tents, rolling canvases, packing goods and tents and bedding in camp wagons, filling in latrine, and collecting rubbish

for camp-fire. Make a thorough clean-up of camp.

15. 6:00 P. M. Gather around the camp-fire for some such program as the following:



COLLECTING AND BURNING CAMP RUBBISH

- (1) Reports of contest and special honors.
- (2) Opinions of Scouts on camp.
- (3) Complaints and suggestions.
- (4) Talk by Scout Master (ten minutes or less) on "Scout and Camp Life."
- (5) Camp-fire story.

- (6) Roll Call. Each Scout will respond to his name by giving his patrol call.
- (7) The Scout Yell.
- (8) The National Anthem—"America."
- 16. 7:00 P. M. Make announcements for future meetings.
- 17. 7:10 P. M. Put out the fire with water, and be careful to see that it is all out. Then set out for home. *The start homeward should always be made early enough so that the boys will arrive home by 9:00 P. M.*

PROGRAM XIX

Observation Practice

Talk on Observation—Leaf-Study Contest—First Aid Practice—Observation Games—Facial Differences—Identity—Finger-Prints—Announcements—Adjournment.

From now on, until the Second-Class Scout examinations, as much time as possible should be given to practice with the signal code and first aid to the injured, as these are the most difficult requirements to master. Accordingly practice either in one or the other should be given at every meeting, where possible, up to the time of the actual tests.

For this meeting you should also have in readiness a small metal plate or flat and smooth metal surface, a small quantity of printer's ink, and a small rubber roller with which to spread the ink on the metal surface. A round piece of glass, such as the side of a drinking glass will do as well as the metal plate. If possible too, try to find and glance over some book treating of physiognomy or facial features, usually there will be some such books in every fairly equipped library.

Before the meeting send each Scout word that he will be expected to bring his "leaf-contest" book to the hall with him for purposes of examination.

1. Open the meeting with a few brief words on the subject of the evening—"Observation," and its practical use and application in every-day life.
2. Collect the "leaf-contest" note-books, and glance over the contents of each. Comment upon the great diversity of the leaves in shape, color, marking, system of views, etc., and also the marked difference in leaves of the same tree. Drive the

point home that Nature does not duplicate herself in identical looks or marking or shapes not even in the leaves of the trees, that each leaf has its own identity, and by careful observation can be easily told from all other leaves on the same tree or any other tree. *Hold the books over for one meeting for more careful examination into the sort of results that are being obtained in nature study.*

3. Have ready sufficient supplies for a "First Aid" practice. *Let this last some little time so as to give the boy enough actual practice in the requirements as will give him a fair knowledge of the different methods to be used. Have a number of contests between the different Scouts in applying bandages and giving first aid to any one or two of a series of accidents.*
4. Play the observation games such as "Scout's Nose Indoors" and "Kim's Game."
5. Call the attention of the boys to the difference in their identity, how that each one differs from the other in shape of head or nose or skin, in color of eyes and hair, in stature, in manner of speech, etc. Point out the differences in shapes of the head, colors of the eye, colors and texture of hair, shapings of the ear, and show how any Scout can be easily identified from any of the others by an observation of just any one of these physical characteristics. Make out a number of cards on which descriptions are given of certain physical characteristics of the face and head, etc., and distribute these cards without names to certain of the Scouts in order that they may try in a limited time to find the subject of the description among the other Scouts present. If these Scouts fail or any one of them fails, let others have a trial either with the same or new cards. Score points for the Scouts who are successful.
6. Briefly discuss finger-prints, and their use as a means of identification. Have the boys examine the *markings* of the lines on the finger tips, and point out how different they are in arrangement not only on the same hand, or the same person, but on any number of hands of different persons. Show

method of taking record of finger-prints and the simple materials needed for use. Take an impression of the fingers of each Scout, with his signature, and pass them out to them respectively as mementos of the occasion. *Spread the printer's ink on the metal plate with the rubber roller, press the tips of the fingers with a slight pressure to the metal surface and then to a piece of blank paper. If the glass is used, the rubber roller is used to roll the ink on the glass, then the finger tips are rolled slightly on the glass, and the glass in turn rolled on the paper. A little practice makes the taking of impressions very easy, and either method should give good results. The glass method is the one most in use in the United States Navy. Printer's ink takes the best impressions as the other ink is liable to blur.*

7. Make announcements for the next two meetings.
8. Have a practice of the Patrol Calls, Troop Formation and Drill. Close the meeting with a salute to the flag, and the Scout Yells.

PROGRAM XX

Field Practice — Efficiency

Start — Practice of Requirements 4 and 5 — Requirements 6 and 7 — Compass Games — Signal Code Practice — Scout Game — Adjournment.

As this is to be the last actual practice before the preliminary tests for Second-Class Scout requirements, you should spend at least a whole afternoon in actual scout practice in the field or woods. See that all paraphernalia necessary for the field practice of outdoor requirements is taken with you. Have a suitable spot already selected as a good location for the scout practice, and begin work as soon as possible.

1. Get out into the field and arrive at your selected camp as soon as possible.
2. In getting to your location give orders to the Patrol Leaders to see that each Scout can successfully fulfill Requirement 4, tracking half a mile in twenty-five minutes, and also Requirement 5 — know edge of the Scout's pace.

3. Immediately upon arriving at your destination organize a contest for practice of the 6th and 7th Requirements. This should be a time limit contest, and account taken of speed and ability.
4. Give orders to one Patrol Leader to have a ground compass laid out, and when that is finished play the Compass Games. See that each Scout knows accurately at least the sixteen principal points of the compass, fulfilling Requirement 10.
5. Divide the troop into its patrols, and the patrols into groups of four each, one under the command of a Patrol Leader, and the other under the Assistant Patrol Leader. Then deploy the groups to suitable distances and have the signal-code practice. Pay principal attention to the Signal Code, and see that each Scout, during the practice, has his equal chance of sending and receiving messages. Have the groups do as much as possible without the book or written copies of the code system. Also a practice of the Semaphore signal code. Also make good use of the occasion for a practice of the Whistle Signs, and Hand and Flag Signals as given on pages 208-209 of the Boys' Handbook.
6. Call Scouts together and have a game of "Hat-Ball," or some similar game before leaving for home.
7. After the game, make announcements for the next two or three meetings, and adjourn.

PROGRAM XXI

Preliminary Tests for Second-Class Scout Requirements

Opening — Roll Call — Oral Quiz — Scout Game — First Aid Practice — Scout Game — Signaling — Announcements — Adjournment.

This should be an indoor evening meeting at the Scout Hall or Headquarters, and as a preliminary test should, in the main, be oral in its nature. Your desire in this case is to ascertain how much of actual knowledge of the different requirements the Scouts really have. This meeting, because of its nature, will probably make the boys restless, so your plans should be laid so as to intersperse a needful

game or two at the proper places in order to relieve any tenseness the boys may feel.

You should have examined the corrected "leaf-contest" books with advisory notes and added instructions in the note books of the "leaf-study" contest, and these books should be given back to the boys at this time with the announcement that the contest will end by the date of the next indoor meeting of the troop and that the books shall at that time be handed in for final judgment upon the results. For the results of the contest, the boys should understand that each and all who take part will receive a certain number of honors according to condition and qualities and neatness of his collection and study.

1. Call the meeting to order with Flag Salute in Troop Formation.
2. Have roll call, with each Scout answering to his name with patrol call. After roll call have a few Scout Yells, under leadership of the senior Patrol Leader.
3. Have an oral quiz, asking questions at random, first here, then there, and skipping from one subject to another as follows:

- (1) What is the treatment for fainting? Explain.
- (2) What is Scout's Pace?
- (3) By position of your arms show method of making a, b, g, and i by Morse system.
- (4) Explain method of building fire, using not more than two matches.
- (5) What is meant by boxing the compass?
- (6) What is the tourniquet?
- (7) With wig-wag flag spell out the words "Be Prepared."
- (8) Repeat the twelve points of the Scout Law.
- (9) What is a fracture? Bruise? Sprain? Burn? Scald?
- (10) Show or explain method of carrying injured.
- (11) Give the sixteen principal points of the compass.

- (12) Explain method of cooking meat and potatoes without ordinary cooking utensils.
- (13) What is the Semaphore Code? Illustrate.
- (14) Explain treatment for fracture, for burn, for sprain.
- (15) What is the use of observation?
- (16) What is meant by efficiency?
- (17) Explain use of the triangular bandage. Demonstrate.
- (18) What is telegraphy? Explain the principle in use.
- (19) With wig-wag flag spell your name.
- (20) Demonstrate the use of the roller bandage.
- (21) What is a compound fracture? Explain treatment for dislocation.
- (22) Show method of using the Semaphore, by spelling your name.
- (23) What is sunstroke and how caused? How is nose-bleed treated? Sunburn? Hiccough?
- (24) Repeat the Scout Oath.
- (25) How is it possible to show that you have fulfilled Requirement 9?

Each Scout should have his turn and the other Scouts should be admonished to listen to questions and answers, and ascertain if the same have been correctly answered. This will give them an idea of what to expect at examination time, and how to prepare therefor. Anything that is not understood should be explained, and each question given should be fully answered, if not by the Scout questioned, then by volunteers, and in the last resort by your explanation. If a Scout fails to answer a part or the whole of any question, he should be given another chance.

4. Play a game or two to enliven things a bit. Try some such game as "Hunt the Coon" (page 301, B. H.), or "Spear Fights" (page 302, B. H.). Also try exercises such as "Hand-Wrestling," "Badger-Pulling," or "Poison" (page 303, B. H.).
5. Have a "First Aid" practice.
 1. Use of bandages and tourniquets.
 2. Methods of treatment for shock or fainting.

3. Methods of treatment for bruises, fractures and sprains.
4. Methods of treatment for burns and scalds.
5. Methods of carrying and taking care of injured.
6. Have another indoor game of Scouts' choice.
7. Have each Scout spell his name in turn with the wig-wag flag — Morse Code.
8. Make announcements for next two meetings, and outline methods of examination.
9. Adjourn with Patrol Call and Scout Yell practice.

PROGRAM XXII

Second-Class Scout Examinations — Outdoors

Start — Requirements 4 and 5 — Requirements 6, 7 and 8 — Requirement 10 — Compass Games — Scout Games — Signal Code Examination — Roll Call — Announcements — Adjournment.

Inasmuch as the principal part of examination tests can best be made outdoors, this will of course be the more important of the two examination meetings. Most of the examination tests can be cleared up at this time so that the bulk of the next indoor meeting can be made useful in other ways with new instruction and entertainment. If it is at all possible for you to do so, you should have with you at this time a visiting Scout Master from an adjoining locality or district, to act as official examiner. If a Scout Master cannot be obtained, try to have present one of the members of the Court of Honor or the Local Council of Boy Scouts, and if this fails you, at least have with you in the field some interested citizen or lodge member who will consent to serve as official examiner.

The location for the outdoor examination should be in the woods or fields only a short distance away from your town or in the vacant lot used in the tent-raising practice, if in the city, and if it is large enough to serve all purposes. Of course in every case the woods or fields would make the best location.

All materials should be in readiness, and enough supplies for use in Requirement 8 should be taken along.

If the examiner is a stranger to the requirements, he should be most carefully instructed in the methods

judging results, and in the outline of the afternoon's work.

The examiner and the Scout Masters should keep record of all grading decisions made, with proper entrant name of Scout and his contest grades in a small note-book to be used for the occasion.

1. Get to camp location as quickly as possible.
2. With examiner acting as time-keeper, take the troop by patrols and try out Requirement 4. Then try out Requirement 5. *Measure off roughly for these trials, making distance cover as circular a track as possible.*
3. Detail one patrol to lay out requirements for compass games, one patrol to prepare material to carry out Requirement 8, and one patrol to try out in Requirements 6 and 7. In latter case each one of the eight in the patrol should work alone, and the examiner should give his attention to the grading of results. As soon as this first patrol have finished in this examination, they should continue in trial of Requirement 8, working this time in pairs—one preparing the meat and the other the potatoes. At the same time the second patrol—those detailed for preparing material for Requirement 8 (opening packages, and distributing apportionate supplies)—should be given their examinations in Requirements 6 and 7, under the same rules as the test for the first patrol in these requirements. When the Scouts of the first patrol have finished in the trial test of Requirement 8, they should be given a chance to play a game of "Hat-Ball" or one of their own choice; and second patrol, finished with Requirements 6 and 7, should then continue with Requirement 8, in the way already outlined, and the third patrol—those detailed to lay out requirements for the compass games—should be given their chance with Requirements 6 and 7. As soon as the Scouts of one patrol finish with the two tests, they should begin with a game, and as each of the other patrols finish, they, too, should join in the game.
4. When all the Scouts have been examined in Requirements 6, 7, and 8, and the examiner and Scout Masters have made an examination of the cooked

products of Requirement 8 to test the thoroughness in cooking, then "Compass Point" game should be started, with thirty-two points. Every mistake made in calling points should be noted, and applicable grading made therefor. In addition each Scout should be called aside separately, some time during the course of the game, and bidden to repeat the sixteen principal compass points in their due order. This will constitute the trial of Requirement 10.

5. Two patrols will then engage in a game of their own choice, or in the various Scout exercises, according to their own inclinations. In the meantime, the eight members of the other patrol are sent out a definite distance from camp in different directions, each with a wig-wag flag. Then the examining board will send out a message in the Morse Code from camp to each Scout, and receive in turn as correct and appropriate answer as possible. This will constitute the test of Requirement 3. The patrol will be called in by whistle commands as soon as finished, and each of the other patrols sent out in the same way, for their examinations in this requirement.
6. Reassemble the troop, and have the roll call.
7. Make announcements for the next two meetings.
8. Adjourn with the Scout Yells, and depart for home.

PROGRAM XXIII

Second-Class Scout Examinations — Indoors

Opening — Roll Call — Oral Quiz — First Aid Examination — Signal Code Examination — Address — Special Talk — Announcements — Adjournment.

This meeting should be held during the evening of the next day after the outdoor examinations, or at least, if you have used a Saturday afternoon for the last meeting, this meeting should be scheduled for Monday evening or just as soon thereafter as possible. The reason is that the examinations should be over as soon as possible, and if a visiting Scout Master is with you at the first meeting he might also be induced to stay over for the second.

The meeting, as an examination, will be one largely of memory tests, etc., and proof of practical knowledge of

"First Aid." It would be well to have with you a member of the Court of Honor or a member of the Local Council of your district, whether the Scout Master is with you or not.

If the Scout Master is with you, you can probably count on him for a few words in regard to Scout work, or as a bearer of a message from another troop—if the Council member is present, he cannot only act as a judge of the examinations, but also will probably help out in a few interesting and well-chosen words of good cheer and inspiration.

As something special in the line of entertainment for this meeting, it might be well to have either a telegrapher or despatcher present, who will tell the boys something about practical applied electricity as used in telegraphy, and demonstrate by use of telegraph instruments and storage batteries, showing the use of the Morse Code in telegraphy. Or if you cannot obtain such an expert, it would be a good idea to have the mayor of your town or city or the chief of the fire department present for a talk on efficiency in their lines of work.

If a despatcher can be present, you should see that the proper instruments with all needed paraphernalia and supplies are ready at hand and in place for demonstration purposes.

1. Open meeting with Flag Salute in Troop Formation.
2. Have the acting Secretary call the roll, giving time of service as Tenderfoot Scouts and dates of enlistment. The Scouts will respond to their names with the answer—"Present" and give the name of their patrol. This will be proof sufficient of having fulfilled Requirement 1.
3. Give an oral quiz with questions similar in part to those suggested in Program XXI.
4. As an examination in Requirement 2, each Scout should give a demonstration in applying triangular and roller bandages and tourniquets, and in addition a written examination should be given in which each Scout will explain the nature and treatment of fainting, fractures, sprains, burns, scalds, etc.
5. Have an oral quiz on the Morse and Semaphore Code system. In this case the Scout Master will

- make a letter with the wig-wag, and call some Scout at random to give the letter. In same way tests can be made with a number of simple words.
6. Have address as made by the visiting Scout Master, or member of Local Council, or Examiner.
7. Have the address on "Telegraphy," if possible, and the accompanying demonstration. *Or an address by the Mayor, or Fire Chief, can be used here.*
8. Make announcements for the next meetings, and let it be known that at the next indoor meeting following, those who have been successful in the examinations will be "sworn in" as Second-Class Scouts.
9. Adjourn with Patrol Calls and Scout Yells.

PROGRAM XXIV

First Principles of First-Class Scout Requirements — Map and Nature Study

Map Instruction — Roll Call — Lunch Hour — Signal Practice — Nature Study Information.

This meeting should be on a Saturday or holiday, and should be spent in tramping. This should be a nearly continuous hike of five or six miles at the least, and proper precaution should be made for the protection of the feet by wearing proper tramping shoes, and all unnecessary articles should be left behind. Lunch, already prepared, should be taken along with each one of the party, as well as the Scout staff, and knife or hatchet. Read the instructions for hikes as given on pages 145-146 of the Boy's Handbook, and follow the suggestions given therein, as to shoes, kit, extra shirt (if needed), and map study.

If at all possible take along someone on this hike, who knows the woods and the birds and animals, and who can give accurate and definite information concerning the wild things in field and forest. There should be a naturalist or science-teacher or woodsman in every locality who would be glad of taking such a chance to increase the interest of the boys in nature study and nature lore.

One or two wig-wag flags should be taken along by each Patrol for practice use.

1. Call a meeting of the troop for a half-hour's map study before starting on the "hike." Give in-

struction in use and reading of different sorts of maps.



FIELD STUDY OF THE FERNS AND GRASSES

- 2 Make a start on the "hike" at the appointed time, after calling the roll.
3. *At lunch hour, in as favorable location as you can find, make announcements for the next two meetings. State that at the next meeting the Scouts*

successful in the examinations will be "sworn in" as Second-Class Scouts. And that at the next meeting following will be a troop business session, and that every Scout should be present.

4. Make use of wig-wag flags for signaling, wherever possible to do so.
5. Encourage the Scouts to ask for information about the wild things—animals and plants.

Note.—Government maps of your locality can be secured by addressing Director U. S. Geological Survey, Washington, D. C. Enclose 10c for each map wanted.

We would recommend that Scout Masters use the conventional signs used in the U. S. Army surveys. These conventional signs can be secured by addressing the Army War College, Washington, D. C. Also see Chapter II.

PROGRAM XXV

Second-Class Scout Investiture

Opening Talk—Roll Call—Address—Announcement of Successful Applicants—Investiture Ceremonial—Announcements—Refreshments—America.

All of the Scouts that have worked persistently since their initiation as Tenderfoot Scouts, especially if these programs have been consistently followed in general detail, will now have easily passed the Second-Class Scout Requirements Tests, and are ready to be vested with the rank of Second-Class Scout. If there are those in the troop who will not put forth any appreciable effort to progress from rank to rank, and seem content to remain as Tenderfoot Scouts, something is wrong either with the management of the organization or with them. All reasonable inducements should be held out to them to work on upward in the ranks, and the training as outlined in these foregoing programs, should prove plentifully sufficient for such purpose. It will be your business to watch out for natural laggards and shirkers, and to so instill the idea of progression in the minds of the majority of your Scouts as to cause a general movement forward through the force of public opinion. And if all else fails to arouse the shirkers to move onward, his case should be turned over to a special committee of inquiry appointed by the Troop Leader, whose duty should be to assist him either to

mend his ways or resign from the troop membership. Shirkers of the persistent sort are not wanted, and the sooner the organization is rid of them to make room for "climbers," the better it will be for all concerned. Of course, though, a reasonable time should be given for each Scout to make good, each should have the same approximate time to serve in each rank with more or less the same training—this applying especially to new Scouts, either enrolled late or taking the place of those Scouts dropped out; moreover a certain definite date after the first Second-Class Scout examinations, another special examination of the same sort should be given for those who have failed the first time, or for new Scouts. Scouts of any rank should never need more than three trials to make good at any test,—so after the third failure to attain progressive rank, such cases should be looked after with special attention.

This is another important meeting, and should be well prepared for in advance; in general form it resembles the Tenderfoot Scout Investiture of Program VII, and the same general instruction and explanations in use in that program applies here equally as well.

If it is decided to invite the Scouts' parents to this meeting, proper seating arrangements should be made; in this case such duty should be turned over to one of the Patrol Leaders. As another excellent means of entertainment, and something really needed on an occasion such as this, especially if the parents or visitors are to be present, is a public address on some applicable subject by a public man,—a judge, statesman, or well-known attorney. Such a good address would be one on "Good Government." Also you should see that a member of the "Court of Honor" is to be present, who shall make announcements on examination results, and say a few words as to the development and importance of the Boy Scout organization in the locality.

It will also be necessary to attend to the ordering of sufficient Second-Class Scout badges. (See instructions of Program VII.) The Second-Class Scout badges are made of gilt metal, in safety-pin style, and are to be worn upon the sleeve. The price is 10 cents. The Patrol Leader's Second-Class Scout badge is made of oxidized silver, but otherwise resembles the other badges in finish and in price. The badge is a representation of the scroll of the

complete Scout badge, upon which is the Boy Scout motto —“Be Prepared.”

1. Open the meeting with a few brief remarks as to the plans and purpose of the meeting.
2. Call for Flag Salute in Troop Formation. Then have the roll call, with each Scout giving his Patrol Call in answer to his name.
3. Have the address on “Good Government” as prepared for. *Limit to ten or twelve minutes.*
4. The member of the “Court of Honor” will follow with a few brief remarks on the development of the Boy Scout organization in his locality, and follow that with the public announcements of the names of the successful applicants for Second-Class Scout rank.
5. Proceed with the Investiture ceremony as follows:
 - a. The Scouts are called to stand at attention, and all repeat the Scout Oath in unison.
 - b. The Scout Master will then say:
 “Scouts, you have repeated the Scout Oath, and I am confident that you do your best in living up to its principles; you have also passed the required tests which enables you to progress one step onward. You are now to become Second-Class Scouts.”
 - c. The Scouts then salute, and the Scout Master continues:
 “You will now repeat in unison the twelve points of the Scout Law.”
 - d. The Scouts repeat the points of the Scout Law.
 - e. The Scout Master then arranges the boys in a half-circle formation, so that they stand side by side and all face his position which should be at least seven or eight feet from the boy immediately in front of him.
 - f. The Investiture to Second-Class Scout rank now takes place. The same ceremonial is used exactly as in Program VII, making proper changes of rank classification, where necessary.

6. Have the boys take their seats, and make announcements for the next two meetings. Announce that the next meeting will be a Troop Business Session.
7. Have refreshments, if they have been arranged for.
8. Adjourn the meeting with a couple of verses of the National Anthem—"America."

PROGRAM XXVI

Troop Business Session

Instructions—Patrol Meetings—Entertainment.

This meeting was announced at last meeting as the regular evening set aside for discussion of troop and patrol business. Having seen that the officers of the meeting are properly instructed in their duties, and having discussed the new business of whatever nature it is intended to bring up for discussion here, it will be best to take a back seat, as it were, for this occasion, giving control of the meeting to the boys, and acting only as mentor or friend or counselor, as prescribed by the Constitution.

1. Open and conduct the meetings as prescribed in your Constitution and By-Laws. (See Article II of By-Laws, as suggested.) *As a first regular business session, it will necessarily be the duty of the Troop Leader or President at this time to appoint all standing and special committees, so arrangements should have been made, consultations held, etc., for this purpose. After the said committees have been appointed and instructed in their duty, they should be encouraged to hand in at this time orally, a temporary report. This will awaken and hold up the interest of all.*
2. *Under the head of new business—a first meeting time should be determined upon and announced for the organization and perfection of Patrol Business Sessions, preferably within the following week.*
3. *The Stunt or Entertainment Committee should have previously arranged some planned-out program of their own, providing for the entertainment of the troop in session. Stunts will be popular.*

PROGRAM XXVII

First Class Scout Requirements

Drill Instruction — First Aid Drill — First Class Requirements — Computing Practice — Nature Hunt — Game — Semaphore or Signal Practice — Setting-Up Instruction — Announcements — Adjournment.

This meeting should be held in the open, preferably in the afternoon, as soon after Investiture and Business Meetings as possible. Proceed this time only as far as it is necessary to find a rather flat open space of some size for drill work,— either in the woods, open fields, or park lands. Any new instruction in Scout Drill should be given at this time. It will also be best to have along a few copies of the Boys' Handbook for use, both in First Aid Drill Work and the reading of the new requirements for higher rank.

Some of the Scouts already know how to swim; the others should be encouraged to learn at the first opportunity, and all told how necessary to preservation swimming really is. In the new drill-work in first aid instruct the boys in artificial respiration and call attention to the explanation on the subject in the Boys' Handbook.

Have materials ready at hand for use in the Semaphore practice.

1. After coming together at the appointed place, proceed immediately to your intended drill ground, and arriving there call for troop formation and proceed with drill exercises. Give any new instruction necessary.
2. Have First-Aid Drill for practice. Call the Scouts' attention to instructions on swimming, and the accidents and treatment thereof. Instruct in the methods of artificial respiration, etc. Explain to the Scouts how necessary to self-preservation it is to know how to swim, and encourage those who have not yet learned to do so whenever the opportunity arises, under a proficient instructor.
3. Read over carefully and explain each of the requirements for the rank of First Class Scout.
4. Try out Requirement 9. With a little ingenuity and thought this exercise can be made highly interesting and instructing. Test the Scouts in the open on distance, size, and height. A handy tape-

line will check results of the Scout estimates and guesses.

5. Send each boy out separately to find some specimen of plant life. The boys have already had several nature talks on trees and wild life. Now give each some one thing to find and bring in as quickly as possible, such as an elm leaf, a bit of oak bark, a hickory leaf, a snake flower, etc. Your knowledge of the local herbage will suggest proper assignments. Request, too, each Scout to bring in a leaf from some other plant than that assigned to him, to name the tree from such leaf, and give a general description thereof, etc.
6. Have Scout-choice of games, and let the play continue as long as possible.
7. By whistle commands or bugle call Scouts to attention and to "come together." Instruct in the use of the Semaphore code. Heretofore attention has been given chiefly to one of the several code systems, but now it is time to continue advancement and learn the other codes also.
8. Have a setting-up drill, and give instructions to those in need of it in the methods and needs of the exercises.
9. Make announcements for the next three meetings. Make sure to announce the date of the next overnight hike.
10. Adjourn with Flag Salute and Scout Yell.

PROGRAM XXVIII

Scout Reporting

Report Assignments — Message Delivery by Code — Information Gathering — Trip Report — Botany Study — Street Mapping — Time Limit Hikes — Good Turn Reports — Nature Study — Announcements and Adjournment.

This meeting can be arranged for handling from indoors, so that using the Headquarters as a central station, rendezvous, or camp, the Scouts can be instructed, given assignments, and sent out from there on their various duties and Scout work. While giving attention to this reporting practice, one patrol or perhaps at least four Scouts should be kept close by at all times, and these to be changed every so often, so that all may have a chance of reporting. It is

needless to suggest that too long or arduous an assignment would be unwise at this time. All paraphernalia needed for the occasion should be at hand.

1. After having met at Headquarters, and given instructions, give out assignments for scout-reporting, to each Scout or squads of two as the needs of the occasion and duty may suggest. Following is a suggestion of some such assignments:— Send one Scout with code flags to a certain point 1 with a message to deliver to another point 4 in town, and to return with message received from point 2. Send Scout No. 2 out with similar instructions to send message to point 1 and receive message from point 3. Scout No. 3 with message for point 2 and to receive message from point 4. Scout No. 4 to send message to point 3 and receive message from point 1, etc. *Each Scout should be given a different message separately and secretly, and the points should be far enough away in opposite directions to preclude any other sort of communication than code signaling, and yet in plain reading view of each other.*

Send several Scouts out to collect information regarding movements of people, or any particular occurrences in different parts of town.

Send some with messages to friends, requesting answers, and ask for detailed account of trip of Scouts to and from, etc.

Send several Scouts out to collect tree leaves, bark, pieces of wood, etc., as in Program XXVII, asking for trip reports.

Send Scouts to map certain street sections or squares, showing location of known buildings, and give information of movement of people, carriages, street-cars, etc., and anything of note in progress thereon.

Send Scouts out with time limits on certain hikes about towns, giving instructions to visit and note certain activities at certain points, etc.

2. Call for "Daily Good Turn" reports of the yesterday and day before.
3. Give Scouts at Headquarters, books with illustrations showing leaves and appearance of different

local trees and plants, as well as the animals and birds common to that part of the country. Also some book showing animal and bird tracks, etc. Have them make diagrams of the leaves, tracks, etc.

4. When enough time has been given to this sort of practice, call in all Scouts, and make announcements for the next meetings, and adjourn. Give date and information as to next over-night hike. (See Program XXX.)

PROGRAM XXIX

Scoutcraft — Evening Instruction

Roll Call — First Aid Practice — Map Assignments — Address on "Banking" — Scout Games — Requirement Practice — Requirement 5 — First Aid — Announcements — Adjournment.

This meeting is important as the means to bring attention to details of certain First Class Scout requirements, and explanation thereof. Have all materials ready to give instruction and try out methods for First Aid as outlined in Requirement 10. Also have materials handy for practice of Requirement 9. Arrange with a banker or financier to give the boys a short talk on "Banking" and the needs of "Creating a Savings Deposit," etc.

1. Call the meeting to order with Flag Salute and Roll Call.
2. Have First Aid regular practice.
3. Call attention to Requirement 7 and give out assignments to each Scout to make a rough sketch map of a certain locality in town, city or country, naming a different locality or square for each Scout. Announce the need to have this ready by the next regular indoors meeting.
4. Announce by a proper introduction the speaker of the occasion and the importance of his subject as a Scout Requirement. (See No. 2.)
5. Have a few minutes' recess in games of Scouts' choice,—suitable for indoors.
6. Try out Requirement 9, making note by contest-scores the results of each Scout's estimates.
7. Call attention in the Boys' Handbook to the section covering Requirement 5. Read over the informa-

tion and explain, where necessary, and answer all fair questions. Demonstrate treatment where necessary, and have a tryout of the same among the Scouts.

8. Call attention to the importance of the next meeting as an over-night hike, and explain the regulations for camp governments given in that program (XXX). Call attention to the need of perfect order, and obedience of Scout officers and rules to insure the success of the meeting, etc.
9. Adjourn with Troop and Patrol with Scout Yells.

PROGRAM XXX

Overnight Hike

The Start—Pitching the Tents—Preparation of Beds—Flag Poles—Supper—Conduct—Clean Camp—Camp Duties—Scout Games—Around the Camp Fire—Camp Rules—Tomorrow's Program—Scout Yarn—Stunts—Songs—Indian Dance—Lights Out—"Taps"—Lowering the Flag—Reveille—Morning Exercise—Flag Salute—Morning Dip—Breakfast—Camp Duties—Morning Game—Drill Practice—Signal Practice—Lunch-Cooking Instruction—Camp Duties—Contests and Games—Swimming—Supper—Camp Duties—Tomorrow's Program—Around the Camp Fire—Scout Yarn—"Taps"—Reveille—Nature Study Hike—Dinner—Rest Period—Nature Study and Walk Assignments—Supper—Packing up—Camp Fire Council—Homeward Journey.

In preparation for this program it would be best to read over the preparation instruction of Program XVIII. All arrangements for the camp should receive careful attention, and all details thought out and planned beforehand, previous to the start of the troop to the camping grounds.

It is presumed in these overnight hikes that only one or two nights, making up a week end, will be spent in the field, and therefore suggestions are outlined for only such a length of time. Longer periods of camping will be fully treated in the programs for Summer, Winter and Permanent Camps now in preparation. Each short-time camp will necessarily be much the same in general plan and outline of Scout requirement practice, games, etc., and arranged as they are only for temporary use; so that a general outline of each will do as well for any other, the changes being in the details of Scoutcraft practice. But nevertheless, the outline of plans, duties, stunts, and rules should always be

carefully prearranged for each such week-end or overnight outing.

In addition to the preparatory suggestions as offered in Program XVIII, the following should also be noted:—

- 1. In choosing a location for a camp site, do not place your camp near a marsh, cemetery, swamp, stagnant water, in a punch bowl depression, or in the midst of a dense vegetation. Choose rather an*



A SCOUT CAMP IN THE WOODS

- open clearing of unplowed land on natural sloping ground, with a sandy or gravelly top soil.*
- 2. Careful inquiry should be made as to purity of water supply near your chosen camp-site. Information from people living in the neighborhood is fairly reliable as to presence and location of springs, sources of streams, contaminating influences of lakes, streams, and wells, and the purity of the waters from each of these sources for drinking purposes. Some such investigation should always be made by the Scout Master.*
- 3. In preparing for latrine or toilet facilities, care should be taken that the toilet be well removed*

from the rest of the camp, preferably hidden by a screen of trees or bushes, and that it shall not be in the direction from which the prevailing wind comes toward camp. A little carelessness will cause disagreeable as well as dangerous results. It should be an imperative rule that no other place besides the latrine shall be used, and there should be rigid prohibition of the pollution of the ground surface and constant care of the latrine.

4. *All garbage should be kept in a covered can or pail and disposed of before decomposition takes place. Upon the break up of such a short time camp it should be buried in the ground, and covered over with several inches of earth. In longer time camps, the garbage should be so buried every one or two days.*
5. *Cleanliness should be insisted upon. Everybody should be taught the value of good and safe sanitation and encouraged to coöperate to make sanitary rules actionable.*
6. *The camp-site should be chosen, if possible, near a place suitable for swimming, and in such a favored locality, proper arrangements should be provided for the swim or bath. Those who do not know how to swim should be encouraged to learn, but great care should certainly be taken in giving the proper instruction, and precautionary measures should be taken that none of the Scouts should be allowed to go swimming without the presence of the Scout Master or some leader.*
7. *Choose your camping place far enough from the town or city or village to be free from visitors and the temptation "to go to town" on the part of the boys.*

The first part of the chapter on "Campcraft" in the Boys' Handbook by H. W. Gibson is extremely valuable as information for short-term camps, and it would be best to read over the following points:—Introduction; the Scouts; the bed; hot stone wrinkle; camp lamp; building the fire-place; water supply; sanitation; general hints; water hints; weather signs; building a camp fire, etc.

Prepare a definite program of duties and events for so long a time as the camp is planned for, covering the full

period of time and providing for "something doing" during each part of the day. The general outline of this plan should have been reviewed at the previous meeting so that the boys might know what is to be expected of them, understand the rules and different duties, etc., all beforehand. The following outline of events is suggested.

FRIDAY AFTERNOON OR 1ST DAY.

1. At the appointed time for the start march out to the camping grounds in Patrol formation.
2. Arrived at the camp, have the tents pitched by Patrol team work in an orderly arrangement. *For these short-term camps the kind of tents for use would of course differ in different localities and at the option of the Scout Master. Ordinarily the lean-tos should prove ample, but in all cases provisions should be made for protection against rain both in selection of the tent and their erection. Tents should accommodate at least four Scouts each; there should be with each such half patrol, a Patrol leader or Assistant Patrol Leader.*
3. When the tents have been pitched satisfactorily, proceed to have the beds prepared. (See suggestion 3, Program XVIII. And also see the articles on bedding in the Boys' Handbook.) Also have poles fixed for the raising of the American flag, the Boy Scout emblem, and the Patrol insignia.
4. Prepare Supper. *Local geographical conditions will suggest or demand a variety of dishes, and the sort of menu served at this first supper, of course, will depend upon your selection of food stuffs, cooking accommodations, etc. There should be plenty of milk to drink, and good bread and butter. Cake and sweets or fancy dishes are not necessary, and in such a short-term camp, are not expected. The bill of fare should be elastic to meet local and geographical and weather demands; your judgment of such local conditions will be all that is necessary for suggestive selections. Weather conditions will demand warm food when the weather is cold or rainy and cold dishes, as a rule, when the days are warm. Also the nature of the food will depend upon the location of the*

troop,—in the Southern States, or in the North, in the East, or in the West, etc. For suggested menus for overnight and week end camps, see the Boys' Handbook. Take plenty of time for the eating of the meal. Encourage wholesome conversation and natural pleasantry, but discountenance any signs of ungentelemanly conduct or "rough house."

5. After supper, have a clean up of camp, dishwashing, removal of supper remains, etc. Then call the Scouts to "Attention," and give out camp duty assignments. *For such a short-term camp these camp Committees should be chosen to serve permanently during the term length of the camp, and some means of creating a desire or honor to serve on some such Committee should be engendered or developed by the Scout Master. With this purpose in view the following plan has been suggested: Provide four committees for purposes such as Sanitation, Policing, Wood-gathering, and Camp-cleaning. The duties of the Sanitary Committee will consist of looking after the proper disposal of garbage, disinfection, care of latrine, etc.; the Policing Committee will see to proper obedience of camp rules, to getting water for cooking purposes, to picking up and disposing of all papers and trash about camp, the raising and lowering of the flags, etc.; the Camp Cleaners will prepare vegetables for cooking, wash and dry dishes, pot and pans, clean up around the cooking fires, clean the boats, if any are to be used; and the Wood Gatherers will provide wood for the camp-fires, gather fire-wood for cooking, build and light the camp-fire, etc. Have the assembled Scouts elect the four leaders from among the members of the Troop by popular vote. Then have each leader, except the Chief Camp Cleaner, at this same meeting choose four other Scouts to serve with him. And have it understood that Chief Camp Cleaner's committee will consist of the Scouts found guilty of misbehavior, breaking of camp rules, rowdyism, etc.*

You probably have some other method of handling these camp assignments, some regular camp

organization, or other arrangements, which would prove generally acceptable for such purposes, if sent to others through the Scout Magazine,—“Boys' Life.”

6. If there is still time, have some good Scout game to enliven the boys,—a game of Scout's choice, and suitable for the time of the day, etc.
7. Gather the Scouts around the Camp-Fire, after the ceremony of building it has been performed, and proceed with a camp-fire ceremony.
 1. Outline the camp rules for the night and those for the days following.
 2. Outline the program, for the morrow, and explain any detail asked about.
 3. Tell some good Scout Stories. (See references to Scout Stories in Boys' Handbook, and the Scout Master's Manual).
 4. Have volunteers do stunts for amusement.
 5. Have a number of college or old time songs.
 6. Have a competitive Indian dance around the camp fire, by group or by Patrol.
8. Let 9:00 P. M. be the time for bed, and lights out. *Some of the boys probably come from homes where they are used to evening prayers. Always give them the chance for the evening prayer before turning in, and discountenance any interruption from other boys not used to this custom.* At the time for lights out have the troop bugler, if you have one, blow “taps.” *You should insist on a Scout's honor on perfect quiet between “lights out” or “taps” and arising time or “reveille.” Also before “taps” is sounded have two of the Scouts lower the American flag and put it away properly.*

SATURDAY OR 2ND DAY.

For daily camp programs see suggestions of Program XVIII, and of Boys' Handbook, page 153. The following program is also suggested:

1. Arise at 6:30 or 7 A. M. *The boys should previously have been cautioned to remain quiet on their honor, if they awaken earlier, and not make any noise until regular arising time, or until “reveille” is sounded. Consideration should be shown toward those desir-*

ing to sleep. When "reveille" is sounded, or some other means is used of announcing arising time, have everybody turn out in pajamas, swimming suits, etc., for a brisk, snappy five-minute setting-up exercise. After the exercise the flag should be raised, and the Scouts should salute the flag. Then where swimming facilities are possible, everybody should take a morning five-



SETTING-UP EXERCISES IN A SCOUT CAMP

minute dip. This should be understood to be a bath plunge and not a swim, and the boys should take soap and towels for a clean scrub and rub down, and a tooth brush for cleansing the teeth. Then the boys should dress hastily and prepare for breakfast. Prepare breakfast as suggested in Point 2, of Program XVIII, selecting some such menu as that proposed in B. H. list; and it may also be well to have a tryout of Requirement 5 (F. C. S.) in the preparation of pancakes or flap-jacks, hoecakes, etc.

2. 8 A. M. Set aside this half hour for Camp Committee duties, making use of all boys not on some regular assignment in sunning the bed-clothes, cleaning up the tents, etc.
3. 8:30 A. M. Set aside this hour for morning games,—something lively and popular.
4. 9:30 A. M. If type of field will permit, use this next hour in practice of the troop drill.
5. 10:30 A. M. Send out patrols into the field in different directions under orders of Patrol Leaders for signal practice of Semaphore, and Morse or Myer Code. Also for practice of troop secret codes, if any have been developed.
6. 11:45 A. M. Have the Scouts themselves prepare their own dinner under your direction, or with the aid of the Assistant Scout Masters. Give instructions in the methods of cooking one or two articles as those given for Requirement 6 (F. C. S.). Also give instruction in the use of cooking fires, construction of fire places, etc. *For Information see Boys' Handbook.*
7. After the dishes have been cleaned off and washed, new firewood brought in, and any other little duty attended to, have a half-hour of absolute rest, during which it might be advisable to give advanced instruction in First Aid, etc.
8. 1:45 P. M. Have a number of inter-patrol contests planned for to take up the afternoon hours, such as lassoing, tomahawk throwing, bandaging, fire-lighting, tent raising, signaling, archery, tug-of-war, running, tilting, jumping, First Aid drills, etc. Or else give such time to some good outdoor games, such as "lion hunting," "hostile spy," "man-hunt," "flag-raiding," "deer hunt," "bear hunt," etc.
9. 4:00 P. M. If there are swimming facilities near the camp, a half hour should be given at this time to swimming instruction, water games, etc. *In such case, of course extra precautions should be taken to secure the best means of safety to the different Scouts, such as having watchers on the bank or in boats, a life-saving crew organized among the best swimmers, etc.*

10. Begin the preparation of supper at 5:30 or 6 P. M. and proceed with cooking practice and instructions in a similar manner as at noon.
11. After supper and just before the camp committees begin their duties of straightening up camp, remaking beds, etc., outline the morrow's program and explain details, etc.
12. As the camp-fire is being built and started burning outline the plan of Camp-Fire Council or Pow-wow



SCOUTS AT MESS — THIS TABLE WAS MADE ENTIRELY WITHOUT NAILS BY THE SCOUTS IN THIS PATROL

which should be proposed for camp-fire gatherings, and then continue around the fire with the carrying out of such outlined program. The following number of points for such program are suggested:—

1. Opening of Council by an elected Camp-Fire Chief.
2. Roll Call of Scouts responding with Patrol Call.
3. Reports of the day's contests, award of honors, if you have an honor system developed, etc.

4. Reports of Scouts on different subjects, assignments, etc.
5. Opinion of Scouts on camp life, organization and management.
6. Suggestions proposed for new stunts or events.
7. Complaints.
8. New Scouts proposed for membership.
9. Challenges for inter-patrol and inter-scout contests given and accepted.
10. Short talk by the Scout Master or Assistant on some suitable subject.
11. Social doings, stunts, dances, stories, songs, general entertainment, etc.
12. Challenge contests in such games as "spear fight," "cock fighting," "hand-wrestling," "badger pulling," "forfeit," "bunt bear," "tilting," "pole star," "wolf," "scrum," "poison," etc.
13. If there is still time, tell a good Scout story.
14. 9:30 P. M. "Taps," time for lights out, lowering and furling the flag, and turning in.

SUNDAY OR 3RD DAY.

1. Reveille. Continue the morning program as for yesterday as far as suggestion 3. This should include the swim, setting-up exercise, and raising of the flag.
2. Plan for a morning hike through the woods for the study of woodcraft, noting all tracks, birds, animals, and different sorts of trees as seen en route. Also play some adaptable scouting game while on the move.
3. Arrange to get back to camp before noon and prepare lunch or dinner.
4. After dinner is over, have a rest period of at least an hour, in which the Scouts should remain inactive, listening to Scout stories, comments of trip, outlining of plans, etc.
5. Spend the afternoon in nature-study, or signal practice, or walk assignments, or any such exercise or activity which will be conducive for quiet and *orderly action*. Have it understood that the boys *shall return* promptly at supper time or 5 o'clock

(or, at swimming time, if there are such facilities, say at 4 P. M.)

6. 5 P. M. Begin preparation of supper at this earlier hour in order to have plenty of daylight time for breaking-up and cleaning camp.



A KNOT-TYING PRACTICE IN CAMP

7. Assign to all those not employed in regular camp committee work, the duty of striking tents, rolling canvas, packing camp goods and bedding, and collecting all rubbish for the camp-fire. If a large amount of material is on hand, a wagon might be hired to pack things home, and in such case this

- part of the plans should be previously arranged for, and the wagon started homeward at this time.
8. When everything is in order about camp, and the latrine has been filled up, and the camp-fire started, gather around the fire for a final Camp Council, following the same general plan as on the night before, although it would be best not to continue later than 7:00 P. M.
 9. Carefully put out the camp-fire in obedience to camping rules, and make the start homeward. Start early enough to arrive home by 9:00 P. M.

PROGRAM XXXI

Scoutcraft Practice

Roll Call — Talk — Map Reports — Requirement 12 — Information — Knot-Tying Contest — Lassoing Contest — Tomahawk Trials — First Aid Contest — Signaling Contest — Bandaging Contest — Estimate Contest — Announcements — Star Study — Adjournment.

This should be an evening meeting, and preparation made therefor at Headquarters with all the exercise materials ready for Scout drills in first aid, signal practice, and patrol formation, as well as games. Contests should be given at this meeting to enliven the boys, and quicken the general interest, provision therefor being made partly by announcement at the last meeting. It would also be well to have a list of the indoor contests posted, or given out at the last meeting as suggested, so that the boys could practice up a bit. These contests might be carried on individually, by choosing sides, or by patrols, and records or score-cards of simple material should be provided for the occasion. It would be best too to have this meeting on a night when no clouds are in the sky, and all the stars are out, so that the Scout could study the heavenly constellations as part of the evening exercises. If this is decided on, either you should prepare yourself sufficiently to point out several of the better known constellations, stars of the greater magnitude, planets, "Milky Way," "North Star," etc., or else get someone to be with you for the evening, who does understand a bit about Astronomy, and who might act also as a Contest Judge for the practice trials.

1. Open the meeting with roll call and flag salute, asking each Scout as his name is called to answer by giv-

ing his Patrol Call, and immediately thereafter to salute the flag.

2. Give a short summary of the results of last meeting, observations of same, etc.
3. Gather in the map assignments as given out at the second meeting back. (See Program XXIX.)
4. Ask how many Scouts have begun to carry out the instruction of Requirement 12. Get definite information, and encourage the Scouts who have not given attention to the same, to start as soon as they can.
5. Have the knot-tying contest. *In counting points it is suggested that you count 5 for first place in any one contest, 3 for second place, and 1 for third place.* In this contest such counts are suggested as:— (1) largest number of knots; (2) most skill and ease in tying; (3) fastest time in tying certain knots of choice, or in completing all knots, etc.
6. Have the lassoing contest. Counts: Best three attempts out of five; method of throwing, etc.
7. While these two contests are going on, and especially while awaiting results of the lassoing contest, it would be interesting to have a tomahawk throwing contest. *For this a large upright board target should be provided and caution should be used not to stand too far away at first. If your target is not wide enough to take all the blows, this might prove too destructive for inside practice, but it will always prove an interesting outdoor event.*
8. Call for volunteers to answer queries as to knowledge of First Aid,— Counts: general knowledge; largest number of questions answered, etc. *It would not be wise to have too many, lest the boys grow weary, but certainly since this is so vital a subject and so absolutely necessary in Scoutcraft, that at least as large a number of questions should be asked as will demonstrate the Scouts' general knowledge, and emphasize in their minds the importance of the subject.* The following general questions are suggested:
 1. What is the need of First Aid knowledge?
 2. What is meant by "presence of mind"?
How should a Boy Scout use it?

3. How can you put out burning clothing?
 4. How can you help in case of an electric shock?
 5. What is the best way of stopping a runaway?
 6. How would you treat a person for vomiting?
 7. What is a fracture? What is the proper treatment for it?
 8. What is a bruise? How is it treated?
 9. What is a sprain? How is it treated?
 10. What is the treatment for dislocation?
 11. How is bleeding treated?
 12. What do you suggest as the treatment or first aid in case of poisoning?
 13. How would you help someone who is burned or scalded?
 14. What is fainting? How treated?
 15. What is the first aid for sunstroke or exhaustion?
 16. What is the method in treating sunburn?
 17. How treat for a bite or a sting?
 18. What is the treatment for something in the eye?
 19. How treat for cramps or stomach-ache?
 20. What should you do for earache? Tooth-ache?
 21. What is artificial respiration? When should it be used?
9. Have a signaling contest by teamwork. Send and receive a message by semaphore, and then one by either Morse or Myer Code.
 10. Have a contest in first-aid and bandaging by teamwork. Count for skill, time, efficiency and aptitude in the best three out of four bandages applied, etc.
 11. Have an estimate contest on Requirement 9 for First Class Scouts. Count for two best estimates out of three for distance, size, number, height and weight.
 12. Make announcements for the next two meetings, and *arrange* for an outdoor athletic contest for the next outdoor meeting.
 13. *Adjourn* to a place where the sky can be clearly seen

and the stars show to best advantage, and proceed with the instruction in elementary astronomy.

14. End meeting with the Scout Yell and Patrol Calls.

PROGRAM XXXII

Scoutcraft Practice — Outdoor Sports

Announcements — Troop Drill — Lassoing Contest — Tomahawk Contest — First Aid Contest — Stretcher Drill — Quarter-Mile Run — Javelin Contest — Rest Period — Fire-Lighting and Water-Boiling — Dinner — Camp Duties — Fire Making — Tent Raising — Signaling — Swimming — Archery — Jumping — Yell Contest — Tug-of-War — Tilting — Indian Dance — Announcements — Adjournment — Assignments.

The greater part of a Saturday should be given to this meeting, and you should have given some special attention towards arrangements and plans therefor. It is suggested that some few field events be added to the day's program other than those mentioned and explained in the Boys' Handbook,— events such as short races, spear or javelin throwing, high jump and broad jump, Indian war dances, etc. If there is any racing of whatever sort planned for, care should be taken that such Scouts who want to run are in such healthy condition that a short sprint or other similar exercise will not be harmful. Each Scout should be requested to bring his own food supply along, and his individual kit for preparing the same if he has it. In the sport events materials should be arranged for in plenty of time ahead,— such as wig-wag flags, tent paraphernalia, poles for high jumping (if planned for), javelins or spears, bows and arrows for archery contest, lassos, etc. The counts should be the same as arranged for in Program XXXI and the same general rules and regulations observed. The field should be in open and rather flat ground, and not too far away from your Scout Headquarters, so that materials can easily be taken to and from the field. But it would be best to select your field as much in the country as possible.

It is presumed that by this time all the Scouts enrolled in your troop have a full outfit of uniform, mess-kits, etc., as given in the appendix of the Boys' Handbook. (See pages 359-368, inclusive). The Ax (page 360) will do excellently as a tomahawk.

1. Having arrived on the grounds or field, start the program with an assembly and short talk outlining

the purpose of the day's exercises, the rules and regulations to be followed, and an outline of events in their approximate order.

2. Devote a short time to troop drill and instruction.
3. Start the regular program of sports with a lasso contest. Use a tree stump or post at suitable distance, and also a moving Scout.
4. Then have a tomahawk contest at 20, 40 and 50 foot spaces. Use a tree stump or board target; *never* use a living, growing tree.
5. Have a First Aid contest by team work in resuscitation drill,— for artificial respiration, etc.
6. Have a First Aid contest by team work in a stretcher drill.
7. Next have a quarter-mile run open to all whom it is perfectly safe to let race.
8. Have a javelin or assegai contest. *In making these spears or javelins some harder wood should be used and sharpened to a point on one end so that when thrown it will stick into the ground. These spears should be about eight feet in length, and slender and light, as in the regulation spear in use in college field-sports. They may even be pointed with an iron head to lend weight to the point. Almost any encyclopedia will give a fair description of such a light spear.*
9. Now have a half hour rest. *The boys will need such a rest both because of the previous exercises, and of the other events still to come. But care should be taken in having the rest, that the boys do not catch cold because of cooling off too rapidly or in the wrong place. Care should always be taken to so arrange the events that health and the bodily interests of your Scouts shall always be best secured.*
10. During this rest or immediately thereafter it would be a very good time to have the fire-lighting and waterboiling contest. *Each competitor should gather his own wood (if in a woodless field, such materials should be furnished), light his fire using not more than two matches, carry his water in a can provided by himself, which should contain as nearly a quart as possible.*
11. When the fires are built, dinner should be prepared,

scout style. *Each Scout should provide and prepare his own food; but all the scouts should plan to eat together.*

12. After dinner is finished, orders should be given to "Clean Camp." *Everything should be left as nearly clean as it was found, and in true scout style and safety.*
13. Now have a fire making contest by rubbing sticks together. (*For instructions, see B. H. pages 70-75*).
14. Next have a tent raising contest by team work, providing materials have been arranged for this event.
15. Then have a signaling contest also by team work.

Deploy the Scouts advantageously, and have the trials consist of taking and receiving messages from your central station. Test out both code systems so far made use of.

16. If accommodations and weather will permit it would be well to have a swimming contest for those who know how to swim. *Great care however should be taken in case of this event, and every precaution taken against any accident. Do not allow the boys to stay*

in the water longer than a half-hour. If the swimming contest is impossible, have in its stead a 100-yard dash, open for all with exceptions as in the quarter-mile race.

17. As a rest after the last event it would be best to have the archery contest. *If the boys have not already been instructed in the use of bows and arrows and the method of making them (see B. H. page 75-81), their use now will be an incentive towards an awakening interest in this fine sport.*



AN ARCHERY ENTHUSIAST

If the boys have no bows and arrows, such materials should be furnished for the occasion and instruction given in their uses.

18. Now have a running broad jump contest, and while this event is going on have also the high jump, if arranged for. For these events the boys should be arranged in two classes according to size, age, and physical development, etc.
19. Now have another half hour's rest, during which a Yell contest by team work could well be planned for,—the yells to consist of troop yells and Patrol calls, etc.
20. Then a Tug-of-war contest by team work would be fine as another event, to keep up the interest and keep the boys busy.
21. Then have a tilting contest. *For this purpose the staves sufficiently padded at one end can be used as tilting poles. Small rings can be drawn on the ground and the contestants standing in these will try to push one another out of the ring boundaries.*
22. Then have a team work Indian dance contest, by patrol or by group. *This is heavy exercise and cannot be kept up very long at a time, but will certainly prove popular and interesting. It will tire the boys out quicker than any one event if followed with the vim and energy that the usual boy gives to this sort of sport.*
23. Make announcements for the next two meetings, and announce also the results of the day's contests.
24. Adjourn at an early hour with a good ripping Scout Yell, and send the boys home in groups, each group to report by a spokesman of their choice what they noticed en route,—such reports to be due at the next meeting.

PROGRAM XXXIV

Troop Business Session

Order of Business — Entertainment — Star Study — Scout Games — Announcements.

You have already had one business session of the troop, and it should now be time for another, lest the boys forget the parliamentary principles through lack of practice, and in

order to dispose with accumulated troop business affairs. As long as you are training the Scout in civic duties, and the knowledge of parliamentary practice, however simple in form, such meetings should not come too far apart. Give the boys a chance to learn by actual practice, and, if the full Constitution is taken as a model as suggested in Program XV, there will be need of added instruction at each such parliamentary session. In such case a business session should be scheduled, as suggested, for every eighth or ninth meeting.

1. Open and conduct the meeting according to your Constitution and By-Laws, proceeding regularly with your adopted "Order of Business."
Under the head of Social Entertainment provision should be made for a rest by games, volunteer stunts, etc., such as the needs of the occasion seem to demand.
2. Since this is an evening meeting, if it should be pleasant, and the sky all alight with stars, it would be an excellent opportunity to continue with the study and instruction in elementary astronomy. If the night is disagreeable without, and there is time, the meeting should be followed by a few applicable indoor Scout games, as suggested in B. H.
3. Before the final adjournment, the proper announcements should be made outlining the plans or programs for the next two or three meetings, as far as formulated.

PROGRAM XXXV

Field Scouting — General Practice

On the March — Signal Practice — Rest Period — Lunch — Use of the Ax — Estimate Practice — Nature Study and Woodcraft — Map-Making Assignments — Adjournment.

Get as far out into the open as possible, or take a long hike putting into practice such of the requirements as will prove adaptable and sufficient for your purposes. If your choice is the former suggestion, divide the time about equally into instruction, scouting practice, and games. Requirements 3, 6, 8, 9, 10 (F. C. S.) can be put into practice in the field, or on the hike as well. In advance of this meeting the Scouts should be asked to bring along a

younger boy or brother for instruction in Scout principles as outlined by Requirement 12. Have the boys prepare for the hike by taking along notebook and pencil for practice in stalking as per Requirement 10.

1. Go into the fields or woods in Patrol Formation, or if circumstances permit play some observation game en route such as "Far and Near," "Window Observation" (a part of Requirement 4 S. C. S.), etc. Or send out two Scouts giving them secret instructions as to general route taken, rendezvous at a certain distance, etc., and play, en route, such games as "Hare and Hound," "Deer Hunt," "Indian Trail," "Lion Hunt," "Through Mail," etc. (See B. H. on Games.)
2. Having reached a camp or rendezvous, deploy signal squads in different directions for a series of messages. If younger boys are along instruct them in what is going on, or else have some of the Scouts give this instruction, one new boy each to an older Scout.
3. Call in all of the Scouts by whistle or bugle signal, and have a half hour's rest or more, during which time the Scouts can instruct the younger boys in the requirements for Tenderfoot rank, or tell stories, or do easy stunts, etc. *If arrangements are previously made to have something to eat en route, this will be the time to prepare and enjoy the lunch. Only a light lunch in this case will be needed,— things easily carried and easily prepared. For suggestions see menu lists in articles on "Camping" in B. H.*
4. If facilities are at hand, and circumstances permit, also give instruction at this rest period in the proper use of the ax in felling and trimming light timber as per Requirement 8 (F. C. S.).
5. Also a try-out can be made either at the rest period, or partially while on the hike, of Requirement 9 (F. C. S.) as to size, number, height, distance, etc.
6. While on the hike call attention to all different trees, shrubs, bushes, grasses, mosses, lichens, birds, and animals, or their tracks, etc. If flowers are in bloom have the boys become familiar with the flower construction, also with different plant and

wood smells. The boys should also become familiar under your instruction and caution with the poisonous and nettle plants such as poison ivy in the East, the poison oak in the West, "buck brush" where encountered, and with the stinging nettles. Birds should be kept track of when seen, by such notes as suggested in B. H. p. 86, descriptive notes



READING A SIGN OF THE TRAIL — TURN TO THE LEFT

- of wild animals and their tracks should be recorded, etc. For excellent outline form for bird-study see the Boy Scout Diary.
7. When the hike is over, ask the boys to make a map of the country covered from their memory, showing route taken, characteristics of country, location of land marks, courses of streams, etc.— such map to be completed and handed in for use at Headquarters, at the earliest opportunity, or next meeting.
 8. Make announcements for the next few meetings, and adjourn with the Scout Yells and Patrol Calls.

PROGRAM XXXVI

First Aid Practice — Elementary Astronomy

Opening of Meeting — First Aid Drills — Address — Emergency Instructions — Games and Announcements — Star Study — Instruction — Field-Observation — Adjournment.

This evening's meeting should be given over to First Aid practice during the first part of the evening, if the sky is clear enough to study the stars, but if the sky is overcast with clouds, a few games should be interspersed between part of the First Aid practice, and the latter work receive fairly concentrated attention during the whole evening. In case the stars can be studied, and it is clear enough to pick out the different principal constellations, the boys will need no intervening exercise, but should find plenty in this sky-study to create and hold the interest. A good book for the boys to read, if so interested, and excellent for the use of the Scout Master is "Starland" by Robert S. Ball,—a book of exceptional suggestions and important information set forth in a simple, clearly defined manner,—just the thing in fact, for the boy. For more advanced information for the Scout Master and as an aid in constellation study see J. D. Steele's "Popular Astronomy," especially Part III, and "Astronomy with the Naked Eye" by Garrett P. Serviss. If circumstances permit a study of the stars, one or two telescopes or field-glasses should be borrowed to aid the eye in seeing further and clearer and enlarging the planets; a telescope, though, is not necessary for first study,—only an excellent help. In the larger cities, large tripod telescopes are usually found on street-corners or in park squares, whose owners charge only five or ten cents for a look at the planets and the moon. Tell the boys of this, so that they may take advantage of the opportunity, should their interest be aroused.

In preparation for First Aid practice, all bandages and appliances should be at hand for demonstration instruction and practice in all the different First Aid drills and methods. It might also be a good thing to have a speaker for this meeting, a physician, surgeon, or nurse to talk on some physiological subject, such as "The Bones," "Health," "The Body in Action," "The Nervous System," "Mind and Body," etc. Or it might be a good suggestion, also, to get some authority or student of astronomy to help out in the star-study.

1. Begin the meeting with a few words outlining the program of the evening, or with a short yell practice, or roll call with Patrol call answers, etc.
2. Have a few of the regular First Aid drills by assignment, such as stretcher drill, head bandage, arm bandage with splints, leg with splints, collar bone, resuscitation drill, etc. (Only roller bandages should be used.)
3. If a speaker has been arranged for as suggested, have the talk at this time. *This should be well understood to be brief,—not more than ten minutes' duration,—and right to the point.* After the talk, allow a few extra minutes in which the Scouts may ask questions, if interested.
4. Go over the treatment for accidents and emergencies as outlined in the Boys' Handbook, and explain all hazy points. Have the boys tell by assignment or voluntarily what to do for treatment of the most common emergencies, such as cuts, bruises, sprains, burns, eye troubles, toothaches, poisons, dog bites, snake bites, insect stings, fits, freezing, etc. *Two most complete and excellent small books on First Aid for Scout Masters and Scouts alike, replete with explanations, illustrations, and descriptions are "Emergencies" by Charlotte V. Gulick (Ginn & Co., 1909), and "Emergency Notes" by G. R. Butler, M. D. (Funk & Wagnall Co., 1889). A more complete work on the same subject, though of same size, is "Johnson's First Aid Manual, 4th edition (paper covered, Johnson & Johnson, 1909).*
5. If there is to be no star-study this evening, close the meeting with, or else intersperse before suggestion 4, a few suitable indoor Scout games. End the meeting with announcements and the Scout Yells.
6. If it is clear enough for star study, the announcements should be made for the next meeting, and then all should adjourn to some suitable open place where the astronomy study should begin. If telescopes have been procured, it would be best to have at hand some simple affair to serve as a rest for the glasses so that they may be held as steadily as possible. From charts pick out the positions of as

many of the planets as can be seen, and have all the boys understand the difference between the planets and the stars proper. Outline simply the main ideas of the planetary or Copernican theory of evolution, and briefly explain shooting stars, meteors, comets, nebula, etc. Tell about the different moons, the method of measuring star distances, the coldness of the earth's moon surface, the reason for eclipses, and reason for changes of the seasons, etc. Tell about sun spots, rotation, revolution, "Milky Way," and constellations; and answer as many of the interested questions as possible. Pick out the main constellations of the month. *These can be learned usually from students of astronomy, are outlined in the book by Mr. G. P. Serviss, or will be sent free of charge to any Scout Master, by application to Headquarters, Publishing Department.*

7. Adjourn the meeting with the Scout Yells and Patrol Calls, or with some of the old well-known songs.

PROGRAM XXXVII

Cooking Instruction — Requirement 6

Cooking-Squads — Cooking-Fires — Requirement 6 — Try-Out — Scout Games — Precautions — Adjournment.

This special meeting has been suggested because of the real need of cooking practice in the open under careful leadership and instruction. In this case as much time as possible should be given to the proper trials of this requirement, trying the preparation of every article. This should be out in the open in the woods or fields, and all materials should be made ready beforehand, each Scout packing along his own rations and kit. Such a meeting, needing so much instruction, will probably require both your close attention and also that of your assistants.

1. Get out into the open, and divide the troop into squads of two for the cooking practice.
2. Give instructions in the proper building of a cooking fire, and a fireplace. Have the boys follow your instructions, and point out their errors. (See B. H., page 149.)
3. Have a try-out of the proper cooking of different articles given in the requirement,— all the articles, if

there is plenty of time. (*For instructions see B. H., pp. 149-151.*)

4. If there is still time have some one or two good active Scout games of choice.
5. Make the usual announcements, and in this case take the usual precautionary methods against spread of fires, accumulation of trash, etc. Put out the fires carefully, and clean up the refuse and odds and ends.
6. March home in Patrol Formation.

PROGRAM XXXVIII

Scout Reporting

Announcements — Assignments — Games.

This meeting is similar in purpose to those of Programs XXXIII and XXVIII, and therefore the same suggestions will apply as well in this case. A good plan also would be to arrange to visit some museum or zoölogical garden for observation of birds and animals, each Scout to make a brief report of animals and birds observed, personal impressions, etc. Also at this time the Scouts should have their attention called to Requirement 4 (F. C. S.), and urged to fulfill this necessary test as soon as possible.

1. Make announcements for the next two meetings, before giving out assignments for observation reports.
2. Look over the assignment suggestions of Program XXXIII. Or instead of these suggestions have a game such as "Scouting" (p. 298 B. H.), "Flag Raising" (p. 306 B. H.), "Stalking and Reporting" or "Spider and Fly" or "Stalking" (p. 307 B. H.), "Across the Border" or "Surprise" (S. M. M.).

PROGRAM XXXIX

Scout Instruction — Efficiency Percentages

Opening of Meeting — General Instruction — Games — Drills — Estimate Contest — Announcements — Adjournment.

The purpose of this meeting should be general instruction and demonstration in regard to any points not clearly understood in any of the First Class Scout requirements. In

order to ascertain from the Scouts themselves just what things to consider, it might be best to ask each Scout to hand in before the meeting a list of the points which are not quite clear to him, so that the needed instruction can be given collectively or individually, or else to have a general question quiz. Some of the First Aid information should be reviewed, and also nature observation of living things and starland, and topography or map making.

A system of efficiency percentages is also a good subject to introduce at this time. It will help out in the final tests, and may prove of great interest to the boys in their desire to become best versed in Scout principles and proficient in Scout activities. Kept individually or by patrol it will also serve as an excellent record system for reference use by Scouts, Scout Masters and other officers, and by parents. Quite a number of Scout Masters already have some sort of honor system or efficiency records, such as this scheme proposes and includes, and the majority are having exceptional success with the idea. Such a record can be kept in a great number of ways, ranging all the way from simple unit marks to such a system as used in baseball records of league standings, batting averages, etc.

Of course too much time should not be taken up with continual attention to the necessary instruction. A good start, fifteen or twenty minutes of concentrated attention with persistent effort, a little play, and a bit more of work with mechanical action or movement, a closing with a feeling of free spirit and fellowship, a creation of enthusiasm, a binding of ties toward one another and to the organization,—that should always be the general plan and the purpose of every meeting with boys. Therefore during the evening, interspersed between parts of the instruction, there should be suitable games and exercises, drills and practices, etc.

1. Open the meeting in some suitable way by roll call in which each Scout will do some stunt at the call of his name, or each shall give his Patrol Call.
2. Proceed with whatever needed instruction is required, in whatever way is deemed best.
3. Have one or two suitable indoor Scout games of choice.
4. Proceed with the evening instruction. Have a few practice drills in First Aid and Signaling.
5. Have a Requirement 9 (F. C. S.) contest.

6. Make announcements of the plans for the next few meetings.
7. Adjourn with Scout's choice of closing exercises — yells, songs, stunts, etc.

PROGRAM XL

Swimming and Athletics

Swimming Instruction — Substitutions — Water Games — The Natatorium — Salt Water Versus Fresh Water — Stroking — Water Emergencies.

There should be at least one meeting before the Final First Class Scout examinations at which swimming instruc-



A SWIMMING RACE — READY

tion should be given. Of course there are some parts of the country where there are no facilities for such sport, either natural or artificial, but the majority of American boys have a chance of learning to swim at some time or another during the year. As a substitute plan for this meeting in place of swimming instruction, the troop might get out into the fields for a signal practice, have an athletic contest under your instruction in proper methods, or a visit might be taken to some interesting place in the city or country.

In case swimming is to be the purpose of this meeting, it would be best to have along several older fellows for the occasion, to give instruction in the proper methods and in water games, and also to provide for plenty of protection against accidents. If the boys care to do so, it would be a good stunt for the whole troop to visit the nearest baths or natatorium for this afternoon swim. The price is very reasonable in most places, safety is provided for, and care is usually taken that the water is of the right temperature for the time of the year.

Quite a number of boys will have opportunity to learn swimming only at salt-water baths or at the ocean beaches. Salt-water swimming is exhilarating and excellent, but because of the difference in the floating qualities of the waters, boys are better able to cope with every sort of water accident, if they have first learned to swim in fresh water.

As much instruction should be given at this meeting as possible. Probably the majority of the boys who can already swim only know one or two strokes at the most, while for safety and efficiency in saving others they will have need of knowing all different strokes,—such as side-stroke, back-stroke, breast-stroke, trudgeon, crawl, etc. There are three ways of using the legs, and four or five ways of using the arms; and any ingenious person can invent from these movements almost any number of combination strokes. The proper methods of floating and diving might also be demonstrated, as well as the several methods of helping out in water accidents. (See B. H., pp. 279-288.)

PROGRAM XLI

An Afternoon Hike—Signal Practice

Nature Study—Animals and Plants—Book Aids—Stalking—Observation Records—Bird Protection—Signal Practice—Geology Talk—Announcements.

The purpose of this meeting is to give ample provision for nature-study under leadership and instruction. Woods, perennial and annual plants, animals and birds should be studied for information, preferably with a few good books on trees and plants, birds, insects, and animals, afield with you. If you have such books, show the boys how to gain definite information from the books by observing the characteristics of the objects and things studied. Also instruct the Scouts in the proper stalking methods, and the manner of

recording observations. Also tell them of the need of protection for birds and animals, and of the progress of such movements, so far as you know.

During part of the afternoon, signal practice by Semaphore (or code most in use) by secret code, or by whistles might be resorted to for a change.

Another good idea would be to have somebody along on this hike who could explain to the boys the main principles of geology and the reasons for the local land formation. Most of your boys, from thirteen to sixteen years, are taking the study of Physical Geography in their high school courses, and are already familiar with the general knowledge of the earth history, but all will need practical instruction as to their own locality, and to the methods of applying their accumulated general knowledge along such lines to their daily observation.

Either before the start is made, or when on the way back home announcements ought to be made as to plans for the next one or two meetings. Arrive home not later than 9 o'clock.



SENDING A MESSAGE BY SEMAPHORE

PROGRAM XLII

Troop Business Session

Parliamentary Practice — Entertainment — Interesting Topic Talk — Contests — Scout Demonstration — Order of Business — Games — New Business — Announcements — Adjournment.

This meeting, of course, is similar to the one outlined in Program XXXIV, is suggested with the same purpose in view, and should be arranged for in the same way. The amount of parliamentary practice you plan to carry out at this meeting depends largely, of course, on the importance which you expect to give to civic instruction and practice.

Such plans as you have for other events will vary necessarily with the amount of such parliamentary practice. But the Social Entertainment Committee should always be urged to have some good stunts and games planned for.

As part of such entertainment, if the Scouts so wish, the Scout Master might arrange to give a few minutes' talk at each of these business sessions on some live topic,—as an explanation of the "Common Court System," "Messages from Other Troops," "Mosquito and Fly Crusade," "The Great World Powers," "Aviation," "Current Events," etc.

For amusement of the Scouts some sort of indoor contest might be provided for this meeting,—an award and forfeit contest on any or several of the requirements or indoor games is suggested. Also committees might be appointed at this time to make arrangements for a public Scout entertainment or for an inter-troop field day or for both,—the committees to turn in at the next indoor meeting tentative plans of such proposed demonstrations, with suggested dates for the same, etc.

1. Proceed with the meeting as outlined by your adopted "Order of Business" in your By-Laws.
 - (1) Arrange for some suitable new games and stunts as proposed by the Entertainment or Sports Committee.
 - (2) Under the head of "New Business" the proposed Scout Demonstrations should be introduced, talked over by all the Scouts, committees appointed, and such other necessary arrangements made.
2. Before the final adjournment, the regular announcements for the next two meetings should be outlined.
3. Adjourn in the regular way, or by Scouts' choice.

PROGRAM XLIII

Observation Scouting

Group Divisions — Assignments — Message Delivery — Map Making — Approximate Locations — Town — Approximate Locations — Country — Approximate Distances — Leaf Collection — Photography — Reports — Announcements.

This should be an afternoon or evening after school where squads of three or four or whole patrols can work

together. It will be unnecessary for the Scout Masters to get out into the field, as most of this Scouting should be carried on from a central base or home rendezvous. But, if a pleasant day has been chosen and the whole afternoon is to be given to Scouting, it would probably be best to combine the observation practice with a short hike, and direct the work of patrols or squads from a field base.

1. Divide the troop into patrols or half-patrols each under a regular leader (a patrol leader or his assistant), or else make such equal divisions into groups having common particular interests, and appoint to each group its leader for the day.
2. Apportion one or two assignments to each group providing some definite work for each boy in the group or giving enough in the assignments to keep all members of each group busy. A suggested list of such assignments follow:—

- (1) Send out a message to someone at a distance, each Scout in the group to go and come by a different route, within a certain limit of time. And also each Scout to make map of route taken, noting all principal places passed, important buildings, tall trees, stiles, stone fences, creeks, condition of fields, woodlands, peculiarities of trees or fences or road-ways, and keep a record of tracks seen en route with approximate location on drawing.
- (2) Get a plat made of certain squares of the town or certain sections of the open land, each Scout in the group to make a certain portion of the drawing or to take down a certain proportion of the needed notes for such a map, and each Scout being given his assignment at direction of his leader while in the field.
- (3) If in town make a map of the whole or a certain proportion of its area, showing all approximate positions of public buildings, telephone booths, hydrants, fire stations, etc., giving walking distance of each from a common center, or the city or town hall.

- (4) If in the country or in the fields make a map of a certain area containing several fields, giving approximate area of each, computed upon a rectangular basis by pacing off the boundaries, etc. The map in this case should show approximate locations of wells, barns, all houses, garden patches, rocky ground, etc., and show nature and use of each field, how planted, how extensive, elevations, amount of irrigation, etc. Also a collection of soil should be made, a small amount (a handful) taken from several positions of the assigned area, or wherever the soil seems to change in formation, looks or color, approximate positions of such examples noted on map, and some filed for future analysis along with finished map.
- (5) Send out a group to determine approximate pacing distance between several well known buildings or landmarks or noticeable trees, the group to compute approximate size of building, height of tree, etc.
- (6) Send out a group to obtain leaves of a certain number of trees (25 for each boy), each tree to be of a different specie if possible, and map to be made showing approximate position of tree in respect to surrounding locality, approximate height, girth at base, distance from a certain known landmark, etc. Also 10 leaves each from ground-plants or scrubs, showing locations, distances from landmarks, size of plants.
- (7) If there is one group interested in photography send it out by wheel or on hike to make a collection of bird and animal photographs. Each Scout to make two photographs of wild birds of different species, and, if possible, a photograph of one wild animal.

3. If an afternoon is given to this observation Scouting, appoint a certain time to limit the field work, and have the Scouts gather at a certain place or local headquarters with their reports. If an evening is used, have the Scouts all report before dark, and only give short assignments.
4. Make announcements for next two meetings, and comment upon work of the day showing value thereof and the education in such observation.

PROGRAM XLIV

Evening Scout Drills

Demonstration Day Program Discussion — Drill Assignments
— Address on Geology — Drill Practice — Announcements.

This should be an evening given to drill work before the day set for the Scout Demonstrations, and all such drills as can be given inside should be practiced. Games should be arranged for, or some other means of entertainment provided aside from the drill practice, as a rest period or recreative change. The program for Demonstration Day should be outlined and any changes as discussed and suggested by the Scouts should be arranged for. Since the main features of the demonstration will be wall scaling, signaling, first aid and stretcher drill, lassoing, etc., arrangements should be made previous to this meeting to see that all such material is at hand at Headquarters for such practice. A speaker should also be arranged for, preferably a Civil or Mining Engineer, or a Geologist, who will give a brief talk on land formations, soils and their origins, rocks and soil sediments, or such similar topics. Or a speech from a Scout Master from a neighboring district or the Scout Commissioner might be a drawing card at this meeting and prove of great interest and creative of enthusiasm among the boys.

1. Begin the evening by a brief talk outlining the program for Demonstration Day, and putting the subject before the boys for a general discussion. *A committee has been appointed at a previous meeting to arrange such a program and by consultation with the member of that committee the Scout Master should have a pretty definite knowledge of what the boys most want and the*

o The Scout Masters' Handbook

arrangements of events. But the whole troop should have a final discussion of the plan of events, with minor changes, etc.

2. Assign different drills to the different patrols each under the direction of their respective leaders. Such suggested drills should be First Aid, Stretcher, Staff, Wall Scaling, Signal Reading, etc. After a certain practice of each of these drills new assignments should be made so that each patrol will have a chance to take part in the practice.
3. If a speaker has been arranged for, he should be announced after a drill practice of forty or fifty minutes. If a Scout officer is to talk, his remarks should preferably be on the advancement of Scout work, or word of a greeting to the boys from their fellows in other parts of the districts, with announcements as to what particular troops are doing, etc. If the talk is to be technical, the address should be couched in simple language, be brief, and open to questions aroused by the interest of the boys.
4. The address should not last longer than half an hour, and the remainder of the evening should be given to drill continuation or practice of individual work, such as throwing the lariat, map reading, distance, size and weight judging, etc.
5. Make announcements for next two meetings and adjourn in the usual way — according to By-Laws, or by Scout Yells, Scout Reports, etc.

PROGRAM XLV

Scout Demonstrations

Parents and Friends — Meeting-Place — Judges — The Const — Arrangements — Program Talk — Troop Drills — First Aid Staff — Fire Lighting — Signal Codes — Wall-Scaling — Knot-Tying — Bandaging — Scout's Pace — Compass — Lasso — Imputation — Trailing — Archery — Swimming — Nature-Work Results and Awards — Adjournment.

This meeting has been carefully prepared for and all arrangements attended to by the Scouts. For some time previous drill work in the different Scout activities has been fully carried on in preparation for this event. It

should by all means be public, and the parents and friends should be invited to come.

The meeting place should be in the open where there is plenty of room for the demonstrations, but in some locality where parents can easily attend. All paraphernalia should be on the ground, the Scout Master carefully checking up the work of the Scout Committee of Arrangements to avoid any delays or mixup.

This demonstration may have been arranged for several participating troops of the same or nearby localities, and if such is the case competent judges should be obtained who will decide as to best performance of Scout drills by troop or patrol. In such case a point system should have been previously adopted. (See Scout Master's Manual, Chapter VI.)

It is intended that these Scout demonstrations will be more for the purpose of showing to parents and friends the achievements of the boys in their Scout work, rather than to plan for a regular Scout contest, but a contest will perhaps awaken a keener spirit of rivalry between patrols of like ages, and between troops, promote the feeling of gang fellowship within the troop, and insure better results in striving for awards for best efforts.

Arrange the plan of events so that several things can be carried on at the same time, but make such arrangements so that each Scout will have a chance to enter several different events and prove his skill and efficiency in the various activities. Do not attempt too many events.

1. All Scouts having assembled, draw them up in troop formation with order "At Ease," and address those assembled in a few well-chosen words outlining the purpose of the meeting, and explaining, in case of inter-troop contest, the methods of awards and point-system in use.
2. Proceed with patrol and troop drills.
3. Show method of Stretcher Drill, and First Aid Drill.
See Part IV, page 240.
4. Have a brief Staff Drill. See page 228.
5. Divide patrols into groups of two to show method and speed in building and lighting fires with or without matches, and speed in boiling water.
6. Show method of sending and receiving signals at long and short distances, by Semaphore or by

to carry out all of the events in this program in one day. This list is merely suggestive. Any working combination suitable to local conditions may be arranged.

PART IV

FIRST AID DRILL FOR BOY SCOUTS

By DR. J. C. ELSOM,
of Madison, Wisconsin.



POSITION TAKEN TO ASSIST A PATIENT
WITH A SPRAINED ANKLE

Transportation of the Wounded.

The following drill has been found to be of great practical service in Scout patrols and troops. Instruction in the movements should first be given to individuals in the patrol, and when the positions and holds have been mastered, the drill may be given to the group as a whole. This latter method proves more interesting to the boys, and makes a good form of exhibition work in First Aid and Transportation of the Wounded.

Patient with Injured Leg.

The Scouts are formed in line, and are commanded to

"count fours." The first method of transportation should be to assist a patient with a sprained ankle, or other in-

jury to the leg. Give commands as follows: "*Number ones, Forward, MARCH.*" (The first numbers called out are always the patients.) The numbers specified march

forward, and when fifteen or twenty feet from their line, are commanded to "*Halt — About FACE.*"

(A half turn to the right brings them facing the line of Scouts.) Next order "*No. Twos, Forward, MARCH.*"

When about three feet from No. Ones (the patients), order No. Twos to "*Halt; Prepare to assist Patient, Right (or left) side, POST.*" At "*POST.*"

No. Twos take their position by the sides of No. Ones, and to assist for sprained ankle, No. Twos place their right arms around the waists of Number Ones, grasp the wrists of the patients,

and bring the arm of patient over their shoulder. In this way, material support may be given. At command "*Forward, MARCH,*" No. 2 assists No. 1 back to the line, and without further command, they both take their positions, in alignment with the rest. Next order out other numbers, so that each boy gets an opportunity for practice; this method to be used also in all the following movements.



"PREPARE TO ASSIST PATIENT, FIREMAN'S GRIP"

Fireman's Grip.

Command "*No. 1, Forward, MARCH, Halt, About FACE No. 2, Forward, MARCH; Halt. Prepare to assist Patient, Fireman's Grip.*" No. 2 grasps the right wrist

of No. 1 with his left hand, places his head under the right arm of No. 1, his right arm between the legs of No. 1 (or under both knees), gets the hips of No. 1 well on his shoulders, and at command "*Lift Patient*," No. 2 raises No. 1.



"LIFT PATIENT, FIREMAN'S GRIP"

At command "*About FACE*," No. 2. faces his line, and at "*Forward, MARCH*" carries his patient to the line, and without further command, deposits him, both taking their positions in line.

Note. In all the movements herein mentioned, instruct the Scouts to make no movements without command, except in depositing their patients in line.

The Firemen's Grip is generally intended for use in case of the total unconsciousness of the patient. Hence the patient is always found in the recumbent position: After the movements above have been learned, vary the commands as

follows:—"No. 1, *Forward, MARCH. Halt. About FACE. Lie down.* No. 2, *Forward, MARCH. Halt. Prepare to assist Patient, Fireman's Grip.*" No. 2 kneels beside patient, rolls him over on his face, and takes his position at the head of the patient. He now grasps patient under arms and chest, and gradually raises the patient to his (the patient's) knees. Then No. 2 shifts his grip, placing his arms low around waist of patient, and raises patient to his feet. From this position, he takes the fireman's grip, as described above.



FIRST POSITION FOR FIREMAN'S GRIP



CORRECT POSITION FOR FOUR-HANDED BASKET SEAT



THE THREE-HANDED BASKET SEAT



POSITION — "HIPS, POST"

Basket Seat.

Commands: *No. 1, Forward, MARCH. Halt. About FACE. Numbers 2 and 3, Forward, MARCH. Halt. Prepare to assist Patient. Basket Seat; POST.* No. 2. and No. 3. each grasps his own left wrist, and then they join hands. A variation is the three handed basket seat, when it is desirable that one of the bearers have one hand free. This grip is good only for short distances. For longer distances, the following position should be taken.

Position Hips, Post.

Commands: "*No. 1, Forward, MARCH. Halt. About FACE. Lie Down. Numbers 2 and 3, Forward, MARCH. Halt. Hips, POST.*" At the last command, Nos. 2 and 3 take their positions at the hips of patient, facing each other, having first placed the patient on his back.

The patient is supposed to be able somewhat to help himself. At the command "*Prepare to lift,*" Nos. 2 and 3 kneel beside patient, place their arms around waist of patient, and their free arms under his thighs, grasping wrists. The patient places his arms around the necks of the bearers. Patient is lifted at command "*Lift Patient,*" "*Forward, MARCH.*"

At the command:—"*No. 1, Forward, MARCH. Halt. About FACE. Lie down. Nos. 2 and 3, Forward,*



POSITION — "LIFT PATIENT"

MARCH. *Halt. Head and Feet, POST.*" No. 2 takes his position at the head of patient, No. 3 at his feet, facing each other. At command "*Prepare to Lift,*" No. 3 spreads



POSITION FOR "HEAD AND FEET, POST" AND "PREPARE TO LIFT"

patient's feet, steps in between his knees, facing away from patient, and kneels, getting his arms well under patient's knees. No. 2 kneels, raises head and shoulders of patient, places his arms under patient's arms, and around his chest, locking his fingers in front. At command "*Lift patient,*" they arise, and at "*Forward, MARCH*" proceed onward with patient.

The following movements are intended for placing the patient on a litter, or in moving him short distances in case of serious injury.

Three Bearers.

At the command:—"No. 1, *Forward, MARCH. Halt. Right Side, POST.*" The three bearers take positions at the right side of patient (or left, as commanded), "*Prepare to lift.*" Bearers kneel on knee next to patient's feet. *They get their arms well under patient's shoulders, back,*

hips and thighs. "*Lift patient.*" The patient is lifted to the knees of the bearers, who shift their grips, to get a comfortable hold. At the further command "*Lift,*" they arise with patient in arms. At "*Forward, MARCH,*" the patient is carried forward. To place the patient on a litter, the same movements are given, except the last; *i. e.*, the bearers at command "*Lower Patient,*" gently lower him from their knees; and at command "*Litter, POST,*" take their positions at the litter.

The Litter Drill.

Improvised litters, made of coats and poles may be used in this drill; gunny sacks, through which poles have been placed, make a good substitute. A strong and serviceable litter may be easily made. Light poles, about six feet long, are used, with slightly heavier and longer ones on the outsides, the whole bound together by interweaving



CORRECT POSITION FOR THREE BEARERS IN LIFTING PATIENT AND PLACING HIM ON A LITTER

cord or rope between the poles. Each squad is provided with a litter, borne by No. 3 in the squad, who carries the litter on his right shoulder, at an angle of about 45 degrees,

being at the shoulder, command "*Order Litter.*" The litter is brought to the vertical position, then lowered to the ground, outside the right foot. At "*Shoulder litter,*" the litter is raised to the vertical position, then laid on the shoulder, where it is supported by the right arm, the left arm dropped by the side. At the command "*Carry Litter,*" each No. 3 brings his litter to the vertical position; then drops the litter forward and downward until it is in a horizontal position. Meanwhile, the other numbers step



ONE TYPE OF LITTER USED BY THE BOY SCOUTS OF MADISON, WISCONSIN

directly to the front; No. 2 until he is opposite the front handles, which he seizes with his left hand, and Nos. 1 and 4 until they are opposite the center of the litter. At "*Ground Litter,*" Nos. 2 and 3 gently lower the litter; at command "*Raise Litter,*" they stoop and carefully raise; and at "*Shoulder Litter*" No. 3 reaches forward with his left hand, and grasps the litter near its center; he then brings it to the vertical position, and then to the shoulder. Meanwhile, the other numbers step quickly backward, and align themselves in regular order. The litter being at the carry position, at the command "*Open Litter*" all face the

litter and unfasten any straps or cords with which the improvised litter may be fastened together for drill movements. The litter being properly arranged, the original positions are taken. The litter being grounded, at command "*Change Posts*" each Scout moves around, clockwise, in order to change positions and bearers. At command "*Four Bearers, POST,*" the squad moves around, clockwise, until each Scout is in position at a litter handle.

The usual general movements in marching may be given with the letters. When the squads have become proficient in the drill, they may work separately, in squads, the commands being given by Scout No. 3. Patients may be picked up, placed on the litters, and obstacles gone over, such as fences, walls, etc. The litter should always be held level. The patient is generally carried feet forward; in going upstairs, head forward, and in coming down, feet forward.

CHAPTER VI

TROOP AND PATROL MANAGEMENT

BY GEORGE H. MERRITT.

The Troop Age.

The Boy Scouts of America plan to get hold of every American boy, to improve his general interest in life through Scouting, to weld manly principles into his character, and to make him, through personal and advisory development, fully competent, efficient and coöperative. Scouting is a movement designed to help the boy during the adolescent period of life, so because the greater majority of boys pass through the functional manhood changes between twelve and eighteen years, such limiting ages were adopted in Scouting, and are most carefully enforced.

The Older Boy.

A Scout over eighteen may continue his Scouting whenever he chooses, and many do continue as Assistant Scout Masters when they have had previous requisite training. But it is not the intention of the Movement to interest and enroll lads over eighteen. Their wants and interests are usually adequately provided for by the numerous adult organizations, clubs and societies.

The Younger Boy.

Some boys develop earlier than others so that physical equals may range in years from 12 to 14, but the greater mass of boys begin to pass through the adolescent period between 12 and 13 years of age. To insure stability, and guard against the evils of admitting the boy who is too young, the Boy Scouts of America have adopted the age of 12 years as the lowest age of Scout admissions and make of it a rigidly enforced rule of admission.

The Problem of Grouping Boys.

In the formation and management of the troop care *should* be taken that it should be composed of boys of

mixed ages. A majority of little fellows will often drive out the older boy, so that the problem of grouping becomes very important in troop management. There is as little toleration for the younger boy on the part of the older fellow as there is for the boy of eighteen or nineteen by grown men.

But in providing for a troop of all ages in Scouting, the age grouping should receive recognition in the formation of patrols. In this case variety of ages is detrimental. For instance the boy of twelve should not be in the same group with the seventeen-year-old boy. In almost everything the interests of the younger boy have no attraction for the older fellow. For this reason it is best to group the boys of similar ages in patrols.

The Problem of Grading by Age.

During the adolescent changes, however, the chronological and physiological ages seldom definitely agree. Often the youngster who is chronologically fourteen may be physiologically ten or sixteen or else ranging somewhere between. For this reason it is absolutely impossible to scientifically grade the Tenderfoot and other degrees of Scouting by age. Some boys mature much more rapidly than others, and because of this a boy should not be held back in the securing of his degree. To hold any boy back by any artificial limits when he possesses the ability to meet the requirements, is a crime against the boy. He should be encouraged to pass the requirements as quickly as possible, and thoroughness should be insisted upon by the Scout Master and the Court of Honor. There are incentives among the scout activities, in the winning of merit badges, carrying on community Scouting, and in leadership development, to hold the interest of the boy after he has become a First Class Scout; and as the Movement grows older, more interest-holding specialties will undoubtedly be developed. No boy will be attracted by any grade or degree, if it fails to arouse his interest. There is a great need of graded work, but this should be provided for by the orderly progressive plan which the Scout Master himself works out as he studies the need of each individual boy.

Starting -- The Wrong and the Right Way.

The wrong way to start a patrol or troop of Scouts is to make an announcement in some newspaper or from the

platform of some church or institution that the Boy Scouts will be organized on a certain evening, and that every boy in town is invited to be present. This is a very common mistake, and usually results in a large percentage of the boys who join under such conditions, dropping out later on. The right way to start Scouting is to select seven or eight of the leading boys of the community, preferably between the ages of fifteen and seventeen, and beginning with this small group as a patrol, gradually to increase the



MIDWINTER ACTIVITIES — FIRE MAKING ON THE SNOW

size of the troop as the success of the movement in the locality and among the boys seems to warrant. The most successful troop is the one which achieves success with a small nucleus first, and develops in size and progress of Scouting as success continues. At the beginning it is best to present to the boys a full explanation of the scope and purpose of Scouting and its meaning, a personal survey of the Handbook activities, a careful reading of the Scout Oath and Scout Law, a clear idea of the "Daily Good Turn," and possibly a consideration of suggested by-laws and an initiation form, which, if used, should be simple and impressive. How much of parliamentary practices to use will depend largely on the choice of the Scout Master.

Application Forms.

In addition to these first steps, as well as in the case of all other troops, a uniform enrollment blank should be used. This blank should be signed by the parent or guardian of the boy, and should be made a matter of record. The following form has been accepted by National Headquarters as a standard, and is recommended for your use:

Boy Scouts of America

..... Council, City .., State ...

President

Executive Secretary

Application Blank.

No.

I hereby apply for membership in the Boy Scouts of America and promise to do my best to keep the Scout Oath and Scout Laws at all times.

Date

Name

Address

Age.....Occupation or School.....

(Applicant must not fill out below this line.)

Patrol Troop

Scout Master

.....

I hereby certify that the above applicant has qualified as a

Tenderfoot

Second Class Scout

First Class

.....
Scout Master.

The above appears in blank on the face of a single sheet, which bears at the head the emblem of the Boy Scouts of America, the names of the local executive council and its officers, and the address of the local headquarters. On the back of the blank is a statement as to what the Boy Scouts of America are, and this is followed by a reprint of the Scout Law, and the Scout Oath, and after that the following:

and shall have general charge of all initiations and processions, demonstrations, etc. He shall be the critic of every meeting and make a report at its close.

Section 8. The Sentinel will guard the Troop Meeting from outside disturbance or interference. He will lead in all the processions.

Section 9. The Master of Programs shall attend to all business of the troop between its meetings. He shall provide business or pleasure at the regular meetings. In conjunction with the Scout Master he will help to arrange for all Program plans, and be the Scout Master's chief aid therein. He shall act in conjunction with the Entertainment Committee and serve as its chairman, in providing pleasure and fun for special meetings and for the good of the organization. He shall occasionally arrange for an open session to which the public may be invited. He shall secure honorary members. He shall recommend candidates for initiation and advancement.

Section 10. The Guide shall assist the Master of Ceremonies as conductor in initiations and processions and demonstrations, when needed. He shall help handle the troop paraphernalia, and carry the Troop Banner.

Section 11. The Protector of the Colors shall have charge of all the paraphernalia, flags, colors, and banners. He shall carry the troop's national flag.

Section 12. The Troop Leader shall appoint, in conjunction with the Scout Master and with the Assistant Troop Leaders all committees necessary to carry on the troop business. These committees may be:—

Finance Committee.

Committee on Athletics and Sports.

Entertainment Committee.

Honor Committee.

Yell Committee.

Missioner's Committee.

Library Committee.

Flag Committee.

Drill Committee.

Efficiency Committee.

ARTICLE VIII.—LEGISLATION.

Section 1. The troop may legislate and transact any *business* necessary for its welfare.

Section 2. All of our members, including the Scout

Master and Assistant Scout Masters, shall have equal votes on all questions or measures submitted to the consideration of the troop, and it shall be considered that a majority of all the members present at a Troop Meeting shall be sufficient to enact new measures.

Section 3. Nine members of the troop, of whom at least two shall be elective officers, and either the Scout Master or Assistant Scout Master, shall constitute a quorum.

Section 4. The power of taxing shall be ours.

Section 5. No money shall be expended without our consent.

Section 6. All our transactions shall be parliamentary, and "Robert's Rules of Order" shall be our parliamentary guide.

ARTICLE IX.—JUDICIAL DEPARTMENT.

Section 1. The judicial authority shall belong to the whole troop.

Section 2. To expedite matters it shall refer all matters of discipline to a Judicial Committee consisting of the Scout Master, Assistant Scout Masters, Patrol Leaders, Assistant Patrol Leaders, Troop Leaders, and one Member at Large selected by the Scout Master and Troop Leader from each patrol.

Section 3. The Judicial Committee shall hold meetings in special sessions whenever enough business shall warrant.

Section 4. The Scout Master and the majority of the members of the committee shall constitute a quorum for the consideration of business.

Section 5. A majority vote may render a decision.

Section 6. Charges and complaints against a Scout shall be referred to the Judicial Committee.

Section 7. The troop by a majority vote may pardon offenders, or reverse or change the decision of the Judicial Committee.

Section 8. A Scout in good standing who considers himself unjustly treated by another Scout or officer may bring the matter before his Patrol Leader whose decision he shall cheerfully and promptly abide by. Then, if he is not satisfied with the decision, he may appeal to the Troop Leader. If the Scout is still not satisfied, he may appeal to the Judicial Committee, whose decision he should cheerfully and promptly obey. The appeal however can be carried *in like manner* to the decision of the whole troop, then

to the Scout Master, and lastly to the Local Council, whose decision shall be final. Failing to obey any decision promptly and cheerfully he forfeits all right to further appeal.

Section 9. A Scout dropped, suspended, or deserting from the troop or his Patrol is not entitled to wear the uniform or badges of the Boy Scouts of America. As the emblems of the Boy Scouts of America are covered by letters patent from the United States, by a recent decision of the Supreme Court of the United States, anyone wearing them without permission from the proper authorities lays himself liable to prosecution and penalty.

Section 10. All badges are the property of the troop and are simply loaned to the Scouts to wear while in good standing. When a Scout ceases to remain in good standing he shall return his badge to the Assistant Troop Leader.

Section 11. A Scout suspended may be reinstated by the vote of the troop on the payment of cents.

Section 12. No part of the initiation fee, advancement fees, or dues shall be refunded.

ARTICLE X.—PATROL MEETINGS.

Section 1. In matters not provided for in the Constitution for Troop Meetings each Patrol shall conduct its own affairs.

Section 2. The officers of the Patrol in business session shall consist of the Scout Master and Assistant Scout Masters who shall act as advisory officers, the Patrol Leader who shall preside, and the Assistant Patrol Leader who shall serve as Secretary. Other officers shall be chosen as needed.

Section 3. Four members and the Scout Master, or the Assistant Scout Master, shall constitute a quorum.

Section 4. A Patrol Meeting shall be called by the Patrol Leader at the request of the Scout Master.

ARTICLE XI.—DELINQUENCY.

A Scout with dues unpaid is delinquent.

ARTICLE XII.—SUSPENSION.

A member both absent and delinquent is self-suspended *until his dues* are paid.

ARTICLE XIII.—WITHDRAWAL.

A Scout forsaking the fellowship of our troop shall

honorably give written notice to the troop, and not be delinquent at the time.

ARTICLE XIV.—DUES.

Section 1. Each Scout shall pay cents per week dues.

Section 2. Presence at any regular meeting will deduct cents from his dues.

Section 3. Presence without tardiness at any regular meeting will deduct cents from his dues.

Section 4. Tardiness consists in being absent one minute or fraction thereof after the time set to begin.

Section 5. Any Scout failing to respond with his assignment shall be counted as absent.

Section 6. Any Scout failing to try to do what he is asked to do shall be counted as absent.

ARTICLE XV.—MEETINGS.

Section 1. Our Troop shall meet every weeks to practice general Scouting; and every weeks for a business session.

Section 2. There shall be both troop and patrol practices of general Scouting, to be held at times as designated by our Scout Master.

ARTICLE XVI.—RELIGION.

The Scout Master should coöperate with the boy's pastor, parents and church in the religious instruction of the Scouts of his troop.

ARTICLE XVII.—GENERAL PROVISIONS.

Section 1. Our meetings shall at all times be open to our friends, and our parents, pastors, teachers, and members of the Local Council shall at all times be welcome to sit with us at our councils.

Section 2. Nothing unbecoming shall be done in any initiatory or other ceremony, and we will seek to avoid anything in our meetings which may be objectionable to our parents.

Section 3. A Scout always rises in giving his part on the program.

Section 4. A Scout always salutes his Patrol Leader, Scout Master, Assistant Scout Master, Scout Commissioner, and every old soldier. He stands with head uncovered and salutes at the hoisting of our national flag, the playin

Individual Records.

Scout, Patrol, Troop No. ...
 City, State,

Boy Scouts of America.

Full Name Address,
 Name of Father, Occupation of Father,
 Business Address,
 Place of Birth,
 Date of Birth,
 Height, Weight,
 School, Grade, Standing,
 Church, Sunday School,
 Member of other organization,
 Qualified for Tenderfoot,, 19.... Mark,
 Qualified for Second Class Scout,, 19...., Mark,

 Qualified for First class Scout,, 19.... Mark,

 Qualified for Merit Badge,, 19....
 Mark,
 Qualified for Merit Badge,, 19....
 Mark,

.....
 The following point and honor system for individual
 Scouts, patrols and troops, has also been accepted as a
 standard and is herewith recommended:—

General Points.

- | | | |
|-----|--|----|
| 1. | Attendance of meeting | 1 |
| 2. | Wearing uniform at meeting | 1 |
| 3. | Non-use of tobacco each week (word of honor
of Scout to be taken) | 2 |
| 4. | Dues and all indebtedness paid up, per month.. | 1 |
| 5. | Passing each test for Second Class Scout..... | 2 |
| 6. | Passing each test for First Class or Distin-
guished Scout | 3 |
| 7. | Passing each test for Honor Scout | 4 |
| 8. | Each Second-Class Scout in Troop | 5 |
| 9. | Each First-Class Scout in Troop | 10 |
| 10. | Each examination passed for Merit Badge | 10 |
| 11. | Each Proficient Scout | 15 |
| 12. | Each Distinguished Scout | 20 |
| 13. | Each Honor Scout | 25 |

14. Each Star Scout 50
 15. Scout hikes, per mile $\frac{1}{2}$

Proficient Scout.

Each Scout is given a credit of 125 points and must maintain a credit of at least 25 points until the first meeting in, 19..... Any Scout may earn 10 points by having a perfect record for one month.

1. Non-attendance (without good excuse) .. 10
 Points are marked off for the following: Points.
- | | |
|---|---------|
| 2. Lateness (without good excuse) | 5 |
| 3. Failure to wear uniform at meeting | 5 |
| 4. Delinquent dues, or other unpaid indebtedness, per month | 5 |
| 6. Smoking, swearing or disobedience to officers | 5 to 25 |
| 7. Disorder, failure to properly salute on entering or leaving meeting, or in addressing the chair, or other misconduct at meetings | 1 |
| 8. Breach of Scout laws, fines to be imposed by committee. | |

Distinguished Scout.

1. Home: A Scout must submit a certificate from his parent or guardian each month that he has been generally helpful at home for the month past. Scouts must have four certificates by (3 points for each-certificate).
2. Work: (1) He must have a general average of 75 at school for at least five months, or submit a certificate of competency from employers for five months. (2) He must read two books recommended by the Scout Master (3 points for each certificate). Books recommended, one on some Scouting or relative subject, and one on a moral subject.
3. Religion: (Optional but counts for points.) He must certify each month to the attendance of church or Sunday School once a week, unless excused by parent for good reason. Must have five certificates by (3 points for each certificate).
4. Scouting: (1) Own new Scout manual and have read it through. (2) Signaling: send a message 25 letters a minute and receive 20 letters a minute. (3) Tie eight

of the knots on pages 50, 51 and 52 of the "Handbook for Boys." (4) Cook a meal for yourself and at least one other Scout over a campfire. (5) Give the names of 10 best trees for wood to use for a cooking fire and 5 kinds that won't burn to use for hangers and log grate. (6) Name 10 wild plants which can be used for food and how prepared for use. (7) Name and identify six poisonous or injurious plants. (8) The four poisonous snakes. (9) The ten most injurious insects and five most beneficial to mankind and explain how useful or injurious. Draw seven out of the nine.

5. Athletics: Qualify in over half of the athletic requirements as set forth in the "Handbook for Boys," or play on a regular school or Y. M. C. A., or other club or athletic team.

6. Handicraft: Must make some article for Scout room or home. (Two Scouts can make something together.) (Points to be awarded, 3 to 10.)

7. First Aid: (1) Demonstrate the rescue of a drowning person from the water by the proper grip. (2) Show how to break any hold a drowning person can get. (3) Resuscitate a person from drowning by the Shaffer method. (4) Pass examination in private health, as required for merit badge. (See "Handbook for Boys.")

8. Social: Propose and teach the troop how to play a Scout game.

9. Special honors: Must earn one Merit Badge in addition to Personal Health.

The awarding of Distinguished Scout must be at the recommendation of the Scout Master.

Three points for each sub-division, except where otherwise designated, are counted under "General Points."

Honor Scout.

(This is meant to be difficult, but not impossible of performance for any Scout.)

1. Scouting: Must be a Second-Class Scout. (1) Have attended one Scout camp for at least one week and contributed to its success, or have slept out of doors thirty nights or taken Scout hikes amounting to a total of fifty miles. (2) Made a grass mattress or camp bed out of willow twigs, and a bow and arrow to shoot 75 yards. (3) *Press and mount on paper 30 specimens of leaves of native trees, identify the family and species of each.* (4)

Know by sight and song 10 birds. (5) Know by sight, cry and tracks, 10 native animals. (6) Point out and name five constellations and four stars.

2. Camping: Pass an examination on camping, locating a camp, pitching tent and making ditches and latrine and other sanitary arrangements. (See Gibson on "Camping for Boys." Eight Points.)

3. Health: (1) Must pledge yourself not to touch tobacco or liquor so long as you remain a Scout. (2) Must be able to lead the setting-up exercises specified in the "Handbook for Boys." (3) Take these exercises or some other regular exercises approved by Scout Master at least 5 days a week, four monthly certificates required, or (4) take a cold bath at least five times each week each month. Five certificates of either or both (3) and (4) required. (Four points for each certificate.)

4. Chivalry: (1) Must have read two stories of the Knights of King Arthur. (2) Have been recommended by a fellow-Scout as doing a helpful courtesy to a lady or old person or two good turns.

5. Education: (1) Must read a book about one of the American pioneer scouts and repeat it at meeting. (2) Read two other books recommended by Scout Master.

6. Civic: (1) Must have elementary knowledge of the local governments. (2) State. (3) National. Pass examination. (4) Also principal charitable institutions in the community. (5) Must draw a map of locality where you live, showing all the offices of doctors, drug stores, the nearest fire plug to your home, offices of the local officers, police headquarters and firehouses. (6) Know names of your local policeman and officers and members of the fire department, board of health and school directors and their chief duties.

7. First Aid: (1) Must pass elementary national First Aid to the injured examination, and (2) Merit Badge in First Aid; or pass (3) Public Health; and (4) Firemanship honors. See ("Handbook for Boys.")

8. Special honors: Must win three merit badges, besides those already mentioned: Archery, astronomy, athletics, business, camping, civics, conservation, cooking, craftsmanship, bugling, electricity, forestry, handicraft, interpreter, life-saving, music, pathfinding, pioneering, scholarship, signaling, stalking and swimming.

9. Social: Must get up or give a social stunt at a meeting.

10. Must have written statement from his mother and his teacher or employer of his helpfulness and that in their opinion he has been sincerely trying to keep his Scout pledge; and must have the approval of his patrol and presiding Scout Master to the awarding of the degree.

11. Must be proficient or distinguished Scout.

Four points for each sub-division except where otherwise designated, counted under general points.

Patrol Records.

Patrol Number..... Name..... Colors.....

Patrol Leader

Assistant Patrol Leader

Secretary

Treasurer

To serve from to

Patrol meets on night. Time

Patrol meets at

Have had Lectures conducted as follows:—

..... by

..... by

..... by

..... by

Equipment:—

Uniforms..... Staves..... Patrol Whistles.....

Signal Flags..... What Kind

Patrol Flags..... National Flags

Bugles or Horns..... Tents Drums

Members. Names. Addresses.

1.

2.

3.

4.

5.

6.

7.

8.

Honorary Members.

.....

Troop Records.

- (1) Scout Master Certificate No.
 Residence,
 Business Address,
 Troop No. Name, Colors,

 Patrol Name, Patrol Color,
 " " " "
 " " " "
 Meeting Place, Day,
 Time, Patrol Membership.
 1. 4.
 2. 5.
 3. 6.

Patrol Leader,
 Asst. Patrol Leader,

(2) Wall Record for Troop.

No.	Name	Scout Law, etc.	Flag	Knots	Passed	Month's Service	First Aid
	(Fox) Patrol				1912	Band.	Signal
1.	(Smith) P. L.	/	/	/	Oct. 1	/ Bandage	Morse
2.	(Cox) A. D. L.	/	/	/	July 20	/ Exam. Bandage	
3.	(Williams)	/	/	/	Oct. 15	/	Morse
4.	(Johnson)						
5.	(Brown)						
6.	(Myers)						
7.	(O'Brien)						
8.	(Griffin)						
	(Eagle) Patrol						
1.	(White) P. L.						
2.	(Adams) A. P. L.						
3.	(McRae)						
4.	(Edwards)						

Scout Masters' Reports

Monthly Report of Scout Master Troop No.
of the Boy Scouts of America.

Headquarters at For the month of19..

This report will be made up promptly at the end of each month,
and forwarded to the Scout Commissioner of the District.

	No. PATROLS	No. SCOUTS	No. ADULTS (over 18)	TOTAL
ENROLLMENT				

SCOUT MEETINGS:

1	(DATE)	(NO. PRESENT)
CHARACTER OF MEETING		
2	(DATE)	(NO. PRESENT)
CHARACTER OF MEETING		
3	(DATE)	(NO. PRESENT)
CHARACTER OF MEETING		
4	(DATE)	(NO. PRESENT)
CHARACTER OF MEETING		
5	(DATE)	(NO. PRESENT)
CHARACTER OF MEETING		

GAINS OR LOSSES:

NAME	AGE Last Birthday	ADDRESS	JOINED	RESIGNED

.....Scout Master.

Equipment:	{	Uniforms	Staves	Bugle
	{	Drums	Signal Flag	1st Aid
	{	Keys	Wireless	Flags
	{	Colors	Tents	

Have conducted.....Scouting Trips.....Total attendance.

Received at Commissioner's office..... RESPECTFULLY SUBMITTED

Advisory Committee or Council met..... *Secretary.*

Competitive Contests.

One of the greatest incentives to Scouting in a troop or under a Local Council will be the independent troop or patrol competition which can be started and continued through definite periods of time. Scoring in these competitions should be on an individual basis, each Scout getting full credit for his accomplishments, each score being put to his credit, if in an inter-Scout contest in the patrol, or for the patrol or troop, if in case of an inter-patrol or inter-troop contest. Interest in the troop competition may be intensified by the Local Council or Scout Master putting up a trophy shield or cup, the trophy to be held by the winner until the close of the next competition. In this way the contest can be continued for three, six or twelve months.

Such contests between patrols in the same troop and also between all the different troops in the district has been very successfully carried out on the point-system basis as suggested by the contest outlined on pp. 269-274. Every Scout Commissioner and Scout Master will see the value in this suggestion, and will perhaps be able to add further to the point-system in order to make and create new stunts, new interest, and a renewal of good results.

CHAPTER VII
CHIVALRY AND MORALITY
BY GEORGE H. MERRITT.

Germanic Origin of Chivalry.

To understand the conditions which gave origin to chivalry, one must delve into the realms of pre-mediæval history, and understand the characteristics of the early Germanic peoples. A conquering race, they were noted for their war-like spirit, love of adventure, thirst for glory, and devotion and esteem for women.¹ These tribal attributes formed the chrysalis from whence issued forth the ideas of chivalry.

Ceremony of Manhood — Altruism.

Chivalry has been wholly altruistic even in its earliest conceptions.² In its very origin it had in it the element of service to others. The early German performed mighty deeds of valor and strove valiantly and heroically for his leader or king and for the protection of his women.³ His duty of service became in time a requisite of manhood's estate, and thus grew up the Germanic custom of solemnly arming the youth in the presence of the warriors, upon his assumption of the duties of manhood.⁴ This impressive assumption of a man's obligations including the qualities of bravery, fidelity, and loyalty, was made the basis of knighthood,⁵ and the whole ceremony with all it represented became that of chivalry.

Chivalric Duties and Privileges — Influences.

Along with the development of knighthood and feudalism, there grew up a great body of duties and privileges,

¹ Janssen, "History of the German People," Vol. I, Chaps. II-IV.

² Viollet, "History of Political Institutions," Chap. IV (French).

³ Bremer, "Ethnography of the German People," Chap. V.

⁴ Henderson, "History of Germany in the Middle Ages," Vol. II, Chaps. I-IV.

⁵ *International and Britannica Encyclopædias.* See Articles on *Chivalry*.

essential requisites of the vassal in the service of his lord, and directly the outcome of the Germanic "man-making" ceremony.⁶ Owing to their first material development to feudal usages and customs, with which chivalry had many relations, these duties and privileges were later taken over and altered by the Church to further its own control of society. Thenceforth the conception of knightly honor slowly grew up and with it the gradual union of chivalric principles with ethical ideals.

At the end of the 12th Century, chivalry was profoundly influenced by the popular romances of Arthur, Sir Galahad, Charlemagne, and other heroes.⁷ Manners became less brutal, men strove more to attain the ideal of service in life through honor and loyalty and righteousness, and a spirit of knight-errantry grew up. This was perhaps the greatest saving element of mediæval history for from its influence arose the desire for the good, the ideal, and the altruistic spirit. This period of the "Dark Ages" was a harsh time, and chivalry with knight-errantry⁸ came to make life a little more worth the living, and form the one bright spot of truth and fidelity in all the chaos of embryonic nation-building and petty warfare.

Decline of Chivalry.

Chivalry was at its best in the 12th Century, but was rapidly declining in the 14th Century, and was thoroughly decadent in the 15th Century. Lastly the term chivalry came to be used in its present very general sense of "courtesy" and a gentlemanly service. It deteriorated from the plane of requisites of manhood qualifications to only the possibility of a man's ideals.

Chivalry gave to the world its greatest developments in early literature,⁹ its most popular romances, and hero-tales. From its effects upon mankind it gave birth to the Crusades¹⁰ and later to the Renaissance. Most of the greatness and the heritage of good in the middle ages must be

⁶ Prutz, "Age of Feudalism and Theocracy," Chaps. II-III.

⁷ Stebbing, "History of Chivalry and the Crusades."

⁸ International and Americana Encyclopædias. See Articles on Chivalry, Crusades, Romances, etc.

⁹ Baronsen, "Chivalry and the Crusades" (German), Chaps. II-VI.

¹⁰ International and Britannica Encyclopædias. See Articles on Crusades.

directly traced to the influences of the ideals of chivalry.¹¹ No wonder then, that its passing has left such a deep impression upon the building of civilization or the fashioning of man's inherited conceptions of fidelity, loyalty, honor and righteousness.

American Chivalry.

We trace the development of our conceptions of chivalric principles back through the vistas of European history, but we Americans have examples of greater worth and more profound impression in the tribal civilizations and of the Indians of our Continent and in the lives of our pioneer forefathers. The lives of each of these types of earlier Americans furnish us with numberless concrete examples of the practice of chivalric principles, the esteem for truth and loyalty, and the worth of right living.

The Indian has too often been deeply wronged by the false portrayal of his character. In his life as a tribesman, unsullied by the vices of the white man, his was the highest type of the primitive ideal of clean living. He was a master of woodcraft, and clean, manly, heroic, self-controlled, reverent, and truthful. Indeed we have much good to learn from his simple and healthful outdoor life and high-principled characteristics.

The daily lives of the American pioneers, the men and women who braved the dangers of unexplored forests and the hardships of an unsettled country, furnish us with still better ideals. From them directly comes the idea of "preparedness" for all things and for any emergency. They were friendly, kind, helpful, trustworthy, loyal, courteous, reverent, clean, cheerful, thrifty, and brave. We seek to typify and commemorate the principles of their character in the Scout Oath, the Scout Motto, and the Scout Law in the ideals of the Boy Scouts of America.

To Ernest Thompson Seton and Daniel Carter Beard great credit must be given for their admirable work in commemorating excellent precepts in the lives of the Indians and Pioneers by the development of their boy organizations, — the (Seton) Woodcraft Indians and the Boy Pioneers by Mr. Beard. They have given great ideals to all boys, and are ever ready to give aid from the fulness of their knowledge and experience. The several books which each have

¹¹ *Brockhans' "Lexicon."* See Articles on Crusades.

written are admirable in creating and promoting the ideals of right living,—the ideals which are personified in the development of all true Scouts.

The Child-Life a Recapitulation of Man-History.

It is a fact generally accepted by psychologists that the child recapitulates the history of man's development,¹² in his growth from his first origin through infancy into manhood. Professor Baldwin says: "The individual in embryo passes through stages which represent morphologically to a degree the stages actually found in the ancestral animal series."¹³ In the same way as the human embryo passes through various stages of development closely resembling like embryonic animal forms,¹⁴ so too does the life of the boy in his growth from infancy into manhood.¹⁵ As has been previously pointed out in a former chapter, there is one period of the boy's development which exactly coincides with this historical world-period of chivalry, and in which the boy lives over again the desires which affected his forefathers through that period of world-history.¹⁶ So just as we interpret the needs of the boy, and gain a better understanding of his likes and dislikes by interpreting the periods of his life according to the development of man's history, so the sooner it is recognized by the student of boyhood what the requisites of training must be during the chivalry period of the boy's development.

The Chivalry Period of Boy-Life.

The period of chivalry or early adolescence in boy-life extends generally from thirteen to sixteen years of age, immediately following and constituting a later development of the gang age, and forming an introduction to the middle adolescent or self-assertive age.¹⁷ This youthful period is closely parallel to the racial feudal period of history in its characteristics. In that time of knighthood, man was imbued with the desire to emulate the chosen leader, lord, or

¹² James, "Psychology."

¹³ Baldwin, "Mental Development in the Child and the Race," p.

¹⁴.

¹⁵ Fiske, "Boy Life and Self-Government," pp. 56-67.

¹⁶ Forbush, "The Boy Problem," Chaps. IV-VII.

¹⁷ W. S. Hall, "The Psychology of the Adolescent Boy," "Applied Ideals in Work with Boys," pp. 30-31.

¹⁸ Fiske, "Boy Life and Self-Government," pp. 163-164; 147, 155, 239-240.

king, to seek through service of a master the path to glory and happiness,—this was an age of hero-worship. This is approximately true, as well, of this period of boy life. Gradually the boy's allegiance is turned from loyalty to his gang toward his leader, and the impulse toward hero-worship is developed. At this time the will to do or not to do is not gang-decision, but the decision of the gang leader or the teacher. The boy prefers leadership games, such as follow-the-leader, captained baseball or football, and loves pomp, display, and drill work, under his chosen captain or general; he cares to be seen doing things under the direction of Mr. (Williams), his leader, or to be known as one of "Beany's" Bunch. "The boy's will," says Mr. Fiske, "now typifies the spirit of obedience."¹⁸

Personal Traits of the Leader.

This period of boy-life develops the boy who leads and the boy who follows. This boy leader of the gang may develop the personal traits of the bully, if he is attracted by the fighting qualities and animal force of some man he seeks to copy in character, or he may be the force through his selection of his own hero which will lead to the solid character building of all of his followers.¹⁷ The boys who follow, at first will seek to emulate the deeds of their leader, and later seek to surpass him in the development in them of self-assertiveness. Therefore in boy training, and especially in the influence of the boy for good, the question of the boy-leadership must always be considered, and such steps adopted as will continue the natural development of boys in the life-period, under correcting and advisory influences. Fortunately the boy leader in club-life more often selects as his hero a strong-charactered older boy or an adult leader, and usually success in character building follows for the control of himself and all of his followers.

Relative Leadership.

"Relative leadership under a strongly centralized control, then, is the key to this period,"¹⁹ says George W. Fiske, in his "Boy-Life and Self-Government." "We may count on a strong personal loyalty from the boys, if

¹⁸ Fiske, "Boy Life and Self-Government," pp. 155-162.

¹⁹ Fiske, "Boy Life and Self-Government," Y. M. C. A. Press, p. 163.

we have any sort of a personality to attract it, and we may also count on a large degree of team work and willingness to serve under the order of superiors. The difficulty is to choose officers so wisely that they will get the boys' support." When this support is gained the direction of the boys' attention may be turned toward almost any field of activity, for boy-interest will follow good leadership enthusiasm in almost any phase of development. Here then is the leader's chance to lay the foundations for best character traits, to turn the boy's attention to the good and the beautiful and the pure in life, and to direct the actions of the boy by example and leadership towards the habits of the chivalry ideal.

The Boy-Leader and Adult Group Leader.

"In boy life, the period from twelve to fifteen is a stormy period," says Dr. Winfield S. Hall.²⁰ "The boy recognizes physical force and combines in cliques, gangs, clubs, 'bunches,' under leaders, who are not elected but who maintain their position by pure physical force and are leaders, by common consent, only so long as they possess the physical force to compel recognition of their denomination. As soon as we recognize this race manifestation in the boy, it becomes evident that any attempt to reason the boy out of these natural instincts will be futile and time worse than wasted. Tactful leaders of boys joining in the spirit of organization of small clubs, will get them out into the woods and fields, where each boy may reenact the ancestral struggle which he in his individual development is now repeating."

Importance of the Hero-Story and Folk-Tales.

The leader should encourage the boys to read of heroes of his race, or tell stories of these heroes setting forth "their physical attributes in glowing terms that will make every boy wish to attain as nearly as possible this heroic type of physical manhood." In the campfire and evening story-talks, "the leader has a splendid opportunity — after he has hypnotized the group — to suggest ideals of manhood which will profoundly influence the life of every boy in the group."

²⁰ Hall, "Adolescent Psychology," "Applied Ideals in Work with Boys," Y. M. C. A. Press, p. 34.

These hero stories,²¹ the great romance tales of the English and Germans and Northland peoples are replete with the interest-stirring, valorous deeds and fine acts of chivalry.²² In them is portrayed vividly the lives of strong-principled men in good service. The boy will naturally turn to stories of action in this period of his life,²³ and will obtain much in the reading of these grand folk stories that will build habits of mind and character. The great heroes,



STORY-TELLING

King Arthur, Charlemagne, Alexander, Sir Galahad, Launcelot, Beowulf, and others have been so written about in story-prose, poem, and song, that there is a great mass of romance literature left as a heritage to all the ages.²⁴

Modern Conceptions and Definitions.

In the modern conception of chivalry as we seek to define its meaning to the Boy Scouts of America and the world,

²¹ Bullfinch, "Age of Chivalry," Lothrop, Lee and Shepard.

²² "Myths of Northern Lands," Guerber, American Book Co.

²³ Scott, "Tales of Chivalry," American Book Co.

²⁴ Tennyson, "Idylls of the King."

we use the term to include all the precepts of the Scout Law, for in reality chivalry is the ultimate and combined result of all the effects of the Scout Law. As Mr. John L. Alexander says, "to keep the law is to be chivalrous. The Scout Law may be condensed to five words,—Honesty, Courage, Kindliness, Loyalty, and Service. The awakening of these virtues in a boy is to awaken manhood." All of the great principles of life that are character building and creative of service are typified in one or the other of these twelve Scout Law principles; or in these five word-precepts.

"The Daily Good Turn."

The Boy Scout promises to obey these precepts of the Scout Law when he takes the Scout Oath, but he may not fully understand exactly the meaning of each of these different word-terms. This must be finally accomplished by the leadership of the Scout Master through explanation and demonstration, and the encouraged habit of the "Daily Good Turn." It is this latter act which will serve most to enjoin obedience to the Scout Law ideals, and make each a governing and habitual influence in the Scouts' life. We therefore, in our desire to have each of the boys do one good turn daily, hope to stamp the principles of chivalry,—the Scout Law Precepts,—upon all his future life.

This "Daily Good Turn," however, should be a spontaneous action of the boy. The Scout does this good turn on his honor as a Scout and his action should always seem most natural. A practice of telling of the act should never be compulsory or encouraged, for such a practice might lead to vaingloriousness or self-conceit and would certainly belittle the value of the act. It is far better that both the good turn itself and the boy's account of it be wholly spontaneous, and he should be taught that it is not the right thing to speak about his good act unless he is asked about it particularly by his Scout Master or Scout Commissioner.

This "Daily Good Turn," the daily doing of some special act of kindness or politeness, engenders in the boy who faithfully lives up to his Scout Laws, the growing habit of politeness and gentlemanly kindness. "To be thoughtful of others first of all," says Orison Swett Marden, "is a sacred duty which no man who pretends to gentility can afford to ignore."²⁵ "There is a zest in doing good," says James

²⁵ Orison S. Marden, "Good Manners and Success," p. 60.

M. Ludlow, "a spice to the cup you share with another, which was never tasted in a drink of selfish pleasure, not even in the intoxicating draught of secular triumph."²⁶

The Habit of Doing Good.

The habit of doing a kind deed every time there has been a chance to do so has been characteristic of many great men. Many are the anecdotes and reminiscences of such kindnesses in the lives of our great Americans. The little courtesies, little kindnesses, pleasant words, genial smiles, good wishes, and good deeds—these form the real basis of the happiness of life. "Once in a lifetime a heroic act may be performed," says George W. Childs, the great philanthropist, "but the opportunity to do one of the little things that make life beautiful comes every day and every hour. If we make the apparently trifling events of life beautiful and good, then our whole existence will be full of harmony and sweetness."²⁷ Learn to think of others before thinking of yourself, and you will have friends enough, and of the best."

The Golden Rule.

As a Movement we seek to reconstruct the main principles of chivalry, and bring again to mankind the daily habits of doing good deeds which should always be inherent in the nature of a gentleman. To do unto others as you would have others do unto you, the Golden Rule, is the fairest precept ever laid down. "It breathes a spirit of unselfishness," says Orison Swett Marden. "It teaches equality, reciprocity, and self-respect."²⁸ "The world loves a Lincoln, because he sacrificed self, comfort, ease, health itself, and even jeopardized his life because he loved the people. The world loves a Florence Nightingale because she gave up ease, comfort and the luxuries of home to administer to the sick and wounded soldiers in the filth and disease of the camp. The world has no use for the man who lives only for himself. It gives its love and laurels to the chivalrous and kind. It gives them to the soldier, the fireman, the nurse, the engineer, the sailor,—every one who gives his life for others. We cannot get the world's love and esteem by paying for it in advance." "God," it is said, "has made *selfishness* unlovable and shaped the universal heart to

²⁶ Ludlow, "Incentives for Life," p. 277.

²⁷ Marden, "Good Manners and Success," p. 61.

²⁸ Marden, "Good Manners and Success," p. 58.

despise it, and He has made unselfishness so lovable that we cannot withhold it from our admiration."²⁹

The Qualities of a Gentleman.

We therefore, seek to teach the boy to be honest to himself and to others; to be attentive, affectionate, benevolent and helpful; to be true, faithful and steadfast; to show courage in valor, perseverance, fortitude, and self-denial; and to at all times be altruistic in spirit in his behavior toward others.

The Important Characteristic of Manhood.

The most important characteristics that make for efficient manhood are faith, unbending rectitude, self-control, a brave spirited Christian manliness, and social service for the betterment of humanity. Of all these, "service," says Mr. Alexander, "is the summing up word" for all the principles and ideals of Chivalry. "It is service which speaks the 'daily good turn,' and adjusts the boy to the interest of the community. To be chivalrous in mind and habit is to be a man. A man's job is service. Therefore service is the Scout Master's objective."

The Results of Scoutcraft through Chivalry.

The teachings and principles of Scoutcraft seek to give all this to the boy through leadership and an awakening knowledge and want in him for a truer conception of life and efficient manhood. Faith, rectitude, self-control, service,—these are the attributes by which the Scout Master and efficient leader should seek to inculcate by example in his relations with the boys, in the true spirit of Scouting, true manhood and efficiency.

Books for Scout Masters on Chivalry and Morality.

"The Marks of a Man," Speer, Revell Co.

"Young Men Who Overcame," Speer, Revell Co.

"Applied Ideals in Work with Boys," Crampton, Y. M. C. A. Press.

"Aspirations and Achievement," Atkins, Revell Co.

"Character Shaping and Character Working," Trumbull, Sunday School Times Company.

"Building Boyhood," Hanmer, Sunday School Times Company.

"The Boy Problem," Forbush, Pilgrim Press.

"The Coming Generation," Forbush, Appleton Brothers.

"Boy Training," Alexander, Association Press.

"Good Manners and Success," Marden, Crowell and Company.

"Incentives for Life," Ludlow, Revell Company.

²⁹ Marden, "Good Manners and Success," p. 59.

CHAPTER VIII

TRAINING OF PATROL LEADERS

BY ORMOND E. LOOMIS,
Scout Executive, Boston, Mass.

The Problem of Securing Good Patrol Leaders.

The problem which every Scout Master must face — that of securing and developing competent Patrol Leaders — is readily accepted by all who support that important office as the most difficult, yet most vital one to which they can direct their attention. The pleasure and satisfaction of their efforts are assured by the way in which they approach and solve this problem. Creation of leaders means the developing of character, personality, resourcefulness, genuineness, and capacity and readiness to meet responsibility. To set one's self to the study of this problem is to accept no mean task and one to which a Scout Master should give much serious consideration. If his success is only partial, his efforts in behalf of the boy and of the patrol will bring many reciprocal advantages.

That almost every man is eager to know more of this particular phase of his Scout work is evident to all who have had an opportunity to know intimately or observe casually their difficulties. Almost every Scout Master is glad to have special information and is ready to benefit by the experiences of others — perhaps improving on methods of his own. The success of any man in Scout work depends upon his ability to employ the interests and talents of his followers. For example, one man may take a group of boys on a hike and allow them to return feeling they have done him an honor by accompanying him, while another man may take the same group on a similar hike and have them feel that they have been greatly favored. The first man undoubtedly means well and is as interested in the group as the second, but he fails to respect certain *essential* principles of Leadership. It is highly probable that when the first man sets out with the group, he has *no definite aim or end in view*; the activities they follow are

made to appear arduous; his relations toward them are too familiar and undignified; and he lacks that supreme optimism and good humor which gives life and zest to every activity. The necessary elements of Leadership in him are sadly wanting. Perhaps a brief review of the observations and deductions of a few successful Leaders will be helpful.

The Approach to the Problem.

In the organization Bulletin it is stated that as soon as practicable a Scout Master is to select six boys (from a group of twenty-four that have been brought together at the first meeting) as his leaders and assistants and with them form special Patrols. Continuing it says: "Begin at once to train these boys in the Tenderfoot requirements, when they have passed the examinations call your first regular meeting for organization. Your twenty-four boys may be formed into three Patrols of eight boys each, with a trained Patrol Leader and an Assistant Patrol Leader in charge of each. The fact that these leaders have a knowledge of Scouting and have passed the Tenderfoot requirements will give them prestige among the other boys. Give your leaders real responsibility. Let them feel that their special task is to teach, influence and lead the boys of their Patrol and that unless they do it no else will."

"In grouping boys in Patrols it is advisable to form Patrols of boys as near the same age as possible, taking into consideration the natural instincts of the boys and their desire for association with one another. This is often a more important factor than age."

"While the Patrol Leaders are preparing the boys in their Patrols for the Tenderfoot degree, continue your instructions of the Leaders and Assistants in Second Class Scout requirements, so that they will be able as Second Class Scouts to instruct the boys in their Patrols. In like manner have them qualify as First Class Scouts."

The last quoted paragraph might lead one to think that the training of Patrol Leaders and of Scouts through the Patrol Leaders is all very simple and may become a purely mechanical process. That it is not, however, one quickly finds when beginning Scout work. If a man who is to be a Scout Master knows little of the boys, and is even less familiar with the Scout program and activities and the development of proficiency in these, he should spend some little time in becoming acquainted with the prospective Scouts

shall have jurisdiction of all Scout matters arising within its district and shall be directly responsible to National Headquarters; and that National Headquarters in dealing with Scout matters within such district shall deal through Local Councils except in mailing general circular matter intended for general use of all Scout Masters and in special emergencies.

13. RESOLVED: That the Local Council and Scout Masters where there are no Local Councils, be asked to consider the adoption of a plan approved by the Executive Board for securing the coöperation and interest of parents and friends through an annual three dollar membership, one dollar of which will be used for local needs, one dollar as a subscription to BOYS' LIFE MAGAZINE, and one dollar for the work of the National Headquarters.

14. RESOLVED: That a plan be devised whereby the Local Councils may be given an opportunity to subscribe a definite amount annually toward the support of the National work.

15. RESOLVED: That each Local Council be requested to supply National Headquarters with at least three copies of all new printed matter issued and that Local Councils be urged to exchange printed matter.

16. RESOLVED: That it be recommended to Local Councils and to Scout Masters where there are no Local Councils that some time during the week beginning February 8th, which is the anniversary of the Incorporation of the Boy Scouts of America, a special program be arranged for the purpose of bringing to the attention of the community the aim and scope of the Scout movement from a national point of view. Wherever possible, the mayor and other city officials who distinctively stand for the principles of the Scout movement as well as educational authorities and other men in the community actively interested in boy life should be invited to take part in some program for the purpose of reviewing the local work for the year and presenting the facts as to the movement throughout the United States and other countries.

At some time during this week each troop might have a special meeting to be known as National Night, at which time emphasis should be placed upon the opportunity which *boys already* in the Scout movement have to do one great "*good turn*" and might be permitted to make a troop con-

tribution for Boy Scout work in unorganized sections of the country through the National Headquarters. This contribution might consist of the regular weekly dues for one week of the patrol or troop.

In presenting the nation-wide aspect of the work emphasis should be placed upon the possibilities of the Scout movement in developing the idea of the brotherhood of men and proving a positive factor in hastening the day of universal peace.

17. RESOLVED: That the National Headquarters should provide as soon as funds will permit a corps of competent field secretaries whose services will be available to Local Councils and to Scout Masters' and Commissioners' Conferences as an aid in developing and standardizing the work; the expense for travel and entertainment incident to such visits should, in so far as possible, be borne by the local organization.

18. RESOLVED: That the National Headquarters co-operate in the holding of Scout conferences or institutes throughout the year in various parts of the United States, such gatherings to be held by conveniently located Local Councils that are willing to help in this way in the improvement of the Scout work.

19. RESOLVED: That as an incentive to further proficiency in Scoutcraft, the Local Council so far as practical should award tenderfoot, 2nd Class, 1st Class and merit badges without charge to Scouts who are qualified for them and that National Headquarters should furnish without charge the Life, Star and Eagle Badges as awards for the highest degrees in Scouting and the Honor Medal to Scouts who have qualified for life saving.

20. RESOLVED: That we recommend that the troops coöperate with the public authorities in the conservation of those forms of plant and animal life which are useful, and the prevention and destruction of those animals and pests such as flies, mosquitoes, rats, etc., that are harmful, and, further, that in order to have the most beneficial effect upon the Scouts, the Scout Masters make clear to their troops that all such actions should be taken for the benefit of humanity and that humane methods be employed.

GENERAL BIBLIOGRAPHY FOR BOY SCOUTS AND SCOUT MASTERS

I. TECHNICAL BOOKS

LISTED BY GEORGE H. MERRITT

AGRICULTURE

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Agriculture for Schools of the Pacific Slope	Hilgard and Oshout	Macmillan	\$ 1.00
Diseases of Cultivated Plants and Trees	G. Massee	Macmillan	2.25
Elements of Agriculture ...	S. F. Warren	Macmillan	1.10
The Farm and Garden Rule Book	L. H. Bailey	Macmillan	2.00
First Principles of Agriculture	Goff and Mayne ...	American Book Co. .	.80
Fundamentals of Agriculture Manual of Agriculture—	J. E. Halligan	Heath & Co.	1.25
Soils and Crops	D. O. Barto	Heath & Co. ....	.50
New Creations in Plant Life	W. S. Harwood ..	Macmillan	1.75
The Nursery Book	L. H. Bailey	Macmillan	1.50
The Principles of Agriculture	L. H. Bailey	Macmillan	1.25
The Principles of Fruit Growing	L. H. Bailey	Macmillan	1.50
Soils	Lyon and Fippin ..	Macmillan	1.75
Farm Grasses of the United States	W. J. Spillman ...	Orange, Judd.....	1.00
First Principles of Soil Fertility	A. Vivian	Orange, Judd.....	1.00
Forage Crops	T. Shaw	Orange, Judd.....	1.00
School Agriculture	M. N. Wood	Orange, Judd.....	.90
Beginnings in Agriculture ..	A. R. Mann	Macmillan .....	.75

ANGLING

Boy's Own Guide to Fishing	J. H. Keene	Lothrop	1.50
Favorite Fish and Fishing	J. A. Henshall	Outing Pub.....	1.25
Fine Art of Fishing	S. G. Camp	Outing Pub.....	1.00
Fishing and Shooting Sketches	G. Cleveland	Outing Pub.....	1.25
Fishing Kits and Equipment	S. G. Camp	Outing Pub.	1.00
The Angler's Guide	C. B. Bardford	Nassau Press.....	.75
The Book of Fish and Fishing	L. Rhead	Scribner's	1.00

ANGLING—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Guns, Ammunition & Tackle	A. W. Money	Macmillan	\$ 2.00
Angler's and Sportman's Guide	Held and Rice	Field & Stream.....	1.00

ASTRONOMY

A Field Book of the Stars	W. J. Olcott	Putman	1.00
Astronomy	J. McN. Wright ...	Penn. Pub.....	.50
Astronomy by Observation	E. A. Bowen	American Book Co..	1.00
Astronomy for Everybody	S. Newcomb	Doubleday, Page....	2.00
Astronomy with an Opera Glass	G. P. Serviss	Appleton	1.50
A Study of the Sky	H. W. Howe	Scribner's	1.25
Astronomy with the Naked Eye	G. P. Serviss	Harper	1.40
Children's Book of the Stars	G. E. Mitton	Macmillan	2.00
Earth and Sky Every Child Should Know	J. E. Rogers	Doubleday, Page....	1.20
How to Identify the Stars	W. J. Milham	Macmillan Co.....	.75
How to Locate the Stars ..		Hinds, Noble.....	.15
Popular Astronomy	C. Flammarion	Appleton	4.50
Round the Year with the Stars	G. P. Serviss	Harper	1.00
Starland	R. S. Ball	Ginn	1.20
Steele's Popular Astronomy	J. D. Steele	American Book Co..	1.00
The Friendly Stars	M. E. Martin	Harper	1.25
An Easy Guide to the Constellations	J. Gall	Putnam's .....	.75
A Field Book of the Stars	W. T. Olcott	Putnam's	1.00
Giant Sun and His Family	M. Proctor	Silver, Burdette & Co.	.50
Peeps at the Heavens	J. Blaikie	Macmillan .....	.75
Other Worlds Than Ours ..	R. A. Proctor	Appleton & Co.....	1.75

ATHLETICS

Daily Training	Benson and Miles ..	Dutton	1.50
Japanese Physical Training	H. S. Hancock	Putnam	1.25
Exercise in Education and Medicine	R. T. McKenzie ...	Saunders	3.50
Practical Track and Field Athletics	Graham and Clark .	Duffield	1.00
Home Gymnastics According to the Ling System	A. Wide	Funk & Wagnalls....	.50
How to Keep Fit	A. T. Schofield	Moffat, Yard.....	.75
Track Athletics	F. T. Daniels	Small, Maynard.....	.35
The High Jump	F. T. Daniels	Small, Maynard.....	.35
The Mile and 2-Mile Runs	F. T. Daniels	Small, Maynard.....	.35
The Low Hurdles	F. T. Daniels	Small, Maynard.....	.35
The Sprints	F. T. Daniels	Small, Maynard.....	.35
The Pole Vault	F. T. Daniels	Small, Maynard.....	.35
The ¼ and ½ Mile Runs	F. T. Daniels	Small, Maynard.....	.35
The Shot Put	F. T. Daniels	Small, Maynard.....	.35
The High Hurdles	F. T. Daniels	Small, Maynard.....	.35
The Broad Jump	F. T. Daniels	Small, Maynard.....	.35
Indoor Running	A. S. Jones	Small, Maynard.....	.35
Exercise and Health	Dr. W. Hutchinson .	Outing Pub. Co.....	.70

AVIATION

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Boy's Book of Airships	H. Delacomb	Stokes	\$ 2.00
The Boy's Book of Model Aeroplanes	F. A. Collins	Century	1.20
Vehicles of the Air	V. Loughheed	Reilly & Britton	2.50
Conquest of the Air	A. L. Rotch	Moffat, Yard	1.00
Elementary Aeronautics ...	A. P. Thurston	Macmillan	1.25

BEE FARMING

Beehives and Appliances ..	P. N. Hasluck	David McKay .....	.50
How to Keep Bees	A. B. Comstock ...	Doubleday, Page ...	1.00
How to Keep Bees for Profit	D. E. Lyon	Macmillan	1.50

BOTANY

Botany	J. McN. Wright	Penn. Pub. ....	.50
Botany for Children	H. C. Cooper	Crowell Co.	1.00
Field Book of American Wild Flowers	F. S. Mathews	Putnam	1.75
Flora of the Southern United States	A. W. Chapman ...	American Book Co. .	4.00
Flower Guide	C. A. and C. K. Reed	Doubleday, Page	1.00
How to Know the Ferns ..	F. T. Parsons	Scribner's	1.50
How to Know the Wild Flowers	Parsons	Scribner's	2.00
Lessons with Plants	L. H. Bailey	Macmillan	1.10
New England Ferns and Their Common Allies	H. Eastman	Houghton Mifflin ..	1.25
New Manual of Botany	A. Gray	American Book Co. .	2.50
New Manual of Botany of the Central Rocky Moun- tains	J. M. Coulter, re- vised by A. Nelson	American Book Co. .	2.50
Plants and Their Children .	F. T. Parsons	American Book Co. .	.65
Southern Wild Flowers and Trees	A. Lounsbury	Stokes	3.75
A Fern Collector's Guide ..	W. N. Clute	Stokes .....	.50
Young Folk's Nature Field Book	J. A. Long	Dana Estes Co.	1.00
Edible Fungi of New York	C. H. Peck	N. Y. State Educ. Dept.	1.25
Flowerless Plants: Ferns, Mushrooms, Mosses, Li- chens, and Seaweeds	E. H. Hale	Doubleday, Page ...	.75
Mushrooms	Atkinson	Holt & Co.	3.00
One Thousand American Fungi	McIlvaine and Ma- cadam	Bobbs, Merrill	5.00
Studies of American Fungi .	Atkinson	Holt & Co.	3.00
The Mushroom	M. E. Hard	Mushroom Pub. Co., 210 Schultz Bldg., Columbus, Ohio ..	4.75
How to know Wild Fruits ..	M. C. Peterson ...	Macmillan Co.	1.50
Our Native Trees	H. L. Keeler	Scribner's	2.00
Ornamental Shrubs of the United States	A. C. Apgar	American Book Co. .	1
The Tree Book	J. E. Rogers	Doubleday, Page	

BOTANY — Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
In American Fields and Forests	H. D. Thoreau	Houghton Mifflin ...	\$ 1.50
Beginner's Botany	L. H. Bailey	Macmillan .....	.60
Talks about Useful Plants..	C. Barnard	Funk & Wagnalls ...	.75
Field, Forest and Garden Botany	A. Gray	American Book Co. .	1.44
Flowers and Ferns in Their Haunts	M. O. Wright	Macmillan	2.00
The Forcing Book	L. H. Bailey	Macmillan	1.25
How to Know Wild Fruits ..	M. G. Peterson	Macmillan	1.50
How to Study Plants	A. Wood	American Book Co. .	1.00
New Creations in Plant Life	W. S. Harwood ...	Macmillan	1.75
The Principles of Fruit-Growing	L. H. Bailey	Macmillan	1.50
Trees and How to Know Them	W. A. Lambeth, M. D.	B. F. Johnson, Pub..	.60
Who's Who Among the Ferns	W. L. Beecroft ...	Moffat, Yard	1.00
Who's Who Among the Wild Flowers	W. I. Beecroft ...	Moffat, Yard	1.00
Wonders of Plant Life	A. E. Kennelly ...	Moffat, Yard	1.20
Farm Grasses of the United States	W. J. Spillman	Orange, Judd	1.00
Greenhouse Construction ..	L. R. Taft	Orange, Judd	1.50
The Peanut Plant—Its Cultivation and Uses	D. W. Jones	Orange, Judd .....	.50
Studies of Trees in Winter	A. O. Huntington .	Dana Estes & Co. ..	2.50
Vegetable Gardening	R. H. Watts	Orange, Judd	1.75
Flowers	E. E. T. Rexford ..	Penn Pub. Co. ....	.50
Field and Forest Handy Book	D. C. Beard	Scribner's	2.00

BOY WORK

Social Activities for Men and Boys	A. M. Chelsey	Y. M. C. A. Press ..	1.00
The Young Man and His Problems	J. L. Gordon	Funk & Wagnalls ..	1.00
The Young Man in Modern Life	B. Warner, D.D. ..	Dodd, Mead .....	.85
What a Young Boy Ought to Know	S. Stall	Vir. Pub. Co.	1.00
What a Young Man Ought to Know	S. Stall	Vir. Pub. Co.	1.00
Child Observations	E. H. Russell	Heath & Co.	1.50
Child Problems	G. B. Mangold	Macmillan	1.25
How to Get a Position and How to Keep it	S. R. Hall	Funk & Wagnalls ..	.50
The Manual Training School	C. M. Woodward ..	Heath & Co.	2.00
Psychology of Childhood ...	Tracey and Stimpfl.	Heath & Co.	1.20
The Spirit of Youth and the City Streets	J. Adams	Macmillan	1.25

CAMPING

Camping and Camp Cooking	F. A. Bates	Ball Pub. Co. ....	.75
Camping Out	C. A. Stephens	Hurst Co.	1.00

CAMPING—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Camp Kits and Camp Life .	C. S. Harks	Scribner's	\$ 1.50
Harper's Camping and Scout- ing	Grinnell and Swan.	Harper	1.75
The Book of Camping and Woodcraft	H. Kephart	Outing Pub. Co. ...	1.50
Camping for Boys	W. H. Gibson	Assoc. Press	1.00
Canoe and Boat Building ..	W. P. Stephens ...	Forest & Stream ...	2.00

CARPENTRY

Log Cabins and Cottages ..	Wicks	Forest & Stream ...	1.50
Boat Building and Boating .	D. C. Beard	Scribner's	1.00
Building Model Boats	P. N. Hasluck	David McKay .....	.50
Canoe and Boat Building ..	W. P. Stephens	Forest & Stream ...	2.00
Canoe and Camp Cookery .	W. W. Pasco	Forest & Stream ...	1.00
How to Use Wood-Working Tools	C. Whitaker	Heath & Co. ....	.60
A Shorter Course in Wood- Working	C. G. Wheeler	Putnam Sons	1.50
Wood-Working for Beginners	C. G. Wheeler	Putnam Sons	2.50
Elementary Wood Work Car- pentry for Boys	G. B. Kilbon	Lothrop, Lee & Shep- ard .....	.75
Constructive Carpentry	C. A. King	American Book Co. .	.70
Elements of Wood Work ..	C. A. King	American Book Co. .	.60
Educational Wood Working	J. C. Park	Macmillan	1.00

CIVICS

The American Government .	F. J. Haskin	Lippincott	1.00
The American History Story Book	Ball and Blaisdell .	Little, Brown & Co. .	.75
Boys' Self-Governing Clubs.	W. Buck	Macmillan .....	.50
Citizen's Manual	J. Alden	American Book Co. .	.36
Civil Government	P. S. Reinsch	Sanborn & Co. ....	.60
Good Citizenship	Richman and Wal- lach	American Book Co. .	.45
The Government—What It Is and What It Does	S. S. Clark	Amer. Book Co. ....	.75

CONSERVATION

The Land We Live In	O. W. Price	Small, Maynard	1.50
--------------------------	-------------------	---------------------	------

COOKING

Camp Cookery	H. Kephart	Outing Pub. Co. ...	.70
Camping and Camp Cooking	F. A. Bates	Ball Pub. ....	.75
Camp Kits and Camp Life .	C. S. Harks	Scribner's	1.50
Canoe and Camp Cookery .	W. W. Pasco	Forest & Stream ...	1.00
Economical Cook Book	St. Paul	Winston .....	.75

CRAFTSMANSHIP

Glass Writing, Embossing and Fascia Work	P. N. Hasluck	David McKay .....	.75
How to Make Baskets	M. Talbot	Doubleday, Page ...	.75
Upholstery	P. N. Hasluck	David McKay .....	.75

CRAFTSMANSHIP—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Bent Iron Work	P. N. Hasluck	David McKay	\$.50
Box Furniture	L. Brigham	Century Co.	1.60
Graphology	C. Howard	Penn Pub. ....	.50
Art Crafts for Beginners ..	F. G. Sanford	Century Co.	1.20

DRAWING

Topographical Drawing	F. T. Daniels	Heath & Co.	1.50
----------------------------	---------------------	------------------	------

ELECTRICITY

Electric Bells	P. N. Hasluck	David McKay .....	.50
Electro-Plating	P. N. Hasluck	David McKay .....	.50
Electricity	Fowler	Penn Pub. Co. ....	.50
Electrical Instrument Making for Amateurs	Bottoms	Excelsior .....	.75
Electricity for Boys	Adams	Harper	1.75
Electricity for Everybody ..	Atkinson	Century	1.50
Electricity for Young People	T. Jenks	Stokes'	1.50
Electricity Made Easy	E. J. Houston and Harper's How to Understand	A. E. Kennelly ..	
Electricity	Onken and Baker ..	Harper	1.75
How Two Boys Made Their Own Electrical Apparatus.	T. M. St. John	T. M. St. John	1.00
Making Wireless Outfits ...	N. Harrison	Spon. Pub. Co. ....	.50
Scholar's A. B. C. of Elec- tricity	W. Meadowcraft ..	Hinds, Noble .....	.50
The Boy Electrician	E. J. Houston	Lippincott	1.50
The Young Electrician	E. Hall	Macmillan	1.50
Things a Boy Should Know About Electricity	T. M. St. John ...	T. M. St. John	1.00
Things a Boy Should Know About Wireless	T. M. St. John ...	T. M. St. John	1.00
Wireless Telegraphy	G. W. Sears	Forest & Stream ...	1.00
The Amateur Wireless Tele- grapher's Guide and Log Book	W. H. Marchant ..	Macmillan	1.25
Hyde's Telephone Troubles and How to Find Them ..	W. H. Hyde	Hyde & Co. ....	.30
Wireless Telegraphy and Wireless Telephony	A. E. Kennelly	Moffat, Yard & Co. .	1.00
Electricity	G. L. Fowler	Pacific Pub.	

ENTOMOLOGY

Directions for Collecting and Preserving Insects	Nathan Banks	U. S. National Museum Bulletin ....	.10
Everyday Butterflies	S. H. Scudder	Houghton Mifflin ...	2.00
How to Know Butterflies ..	J. H. and Mrs. Comstock	Appleton	2.25
Insect Life	J. H. Comstock	Appleton	1.75
Little Busybodies	Marks and Moody ..	Harper .....	.75
Moths and Butterflies	Julia B. Ballard ..	Putnam	1.50
Our Insect Friends and Enemies	J. B. Smith	Lippincott	1.50
Our Insect Friends and Foes	B. S. Craig	Putnam	1.75

General Bibliography

311

ENTOMOLOGY — Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
The House-Fly-Disease Carrier	L. O. Howard	Stokes Co.	\$ 1.60
Injurious Insects of the Farm and Garden	Mary Treat	Orange, Judd	1.50
The Romance of Insect Life	E. Selous	Lippincott	1.50
The Ways of the Six Footed	A. B. Comstock ..	Ginn .....	.50
Life Histories of American Insects	C. M. Weed	Macmillan	1.50
A Manual of Common Butterflies and Moths	W. Beutenmuller ..	Funk & Wagnalls....	.25
Insects Injurious to Vegetables	F. H. Crittendon ..	Orange, Judd Pub. .	1.50
Insects and Insecticides	C. M. Weed	Orange, Judd Pub. .	1.50

FARMING

How to Keep Hens for Profit	C. S. Valentine ...	Macmillan	1.50
Manual of Agriculture — Soils and Crops	D. O. Barto	Heath & Co. ....	.50
Manual of Farm Animals	M. W. Harper	Macmillan	2.00
Manual of Gardening	L. H. Bailey	Macmillan	2.00
Milk and Its Products	H. H. Wing	Macmillan	1.50
The Nursery Book	L. H. Bailey	Macmillan	1.50
The Principles of Agriculture	L. H. Bailey	Macmillan	1.25
The Principles of Fruit Growing	L. H. Bailey	Macmillan	1.50
Soils	Lyon and Fippin ..	Macmillan	1.75
The State and the Farmer..	L. H. Bailey	Macmillan	1.25
Farm Conveniences	Hand-Book	Orange, Judd	1.00
Farm Grasses of the United States	W. J. Spillman	Orange, Judd	1.00
First Principles of Soil Fertility	A. Vivian	Orange, Judd	1.00
Handy Farm Devices and How to Make Them	R. Cobeleigh	Orange, Judd	1.50
Forage Crops	T. Shaw	Orange, Judd	1.00
Injurious Insects of the Farm and Garden	Mary Treat	Orange, Judd	1.50
Diseases of Animals	N. S. Mayo	Macmillan	1.30
Diseases of Cultivated Plants and Trees	G. Massee	Macmillan	2.25
Farm Friends and Farm Foes	C. M. Weed	Heath & Co. ....	.90
The Feeding of Animals ...	W. H. Jordan	Macmillan	1.50
Fertilizers	E. B. Voorhees	Macmillan	1.25
The Forcing Book	L. H. Bailey	Macmillan	1.25
The Horse	I. F. Roberts	Macmillan	1.25

FIREMANSHIP

Fighting a Fire	C. T. Hill	Century	1.50
-----------------------	------------------	---------------	------

FIRST AID

American Red Cross Abridged Textbook and First Aid	Major C. Lynch ...	Blakiston	
--	--------------------	-----------------	--

FIRST AID — Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Emergencies	C. V. Gulick	Ginn	\$.50
Fighting a Fire	C. T. Hill	Century	1.50
First Aid in Illness and Injury	Pilcher	Scribner's	2.00
First Aid to the Injured ...	F. J. Warwick	Penn. Pub. ....	.50

FIRST AID TO ANIMALS

Diseases of Animals	N. S. Mayo	Macmillan	1.50
The Horse	I. F. Roberts	Macmillan	1.25
Manual of Farm Animals .	M. W. Harper	Macmillan	2.00

FISH AND FISHING

Boy's Own Guide to Fishing	J. H. Keene	Lothrop, Lee & Shepard	1.50
Denizens of the Deep	F. T. Bullen	Revell Co.	1.75
Familiar Fish	E. McCarthy	Appleton & Co.	1.50
Favorite Fish and Fishing..	J. A. Henshall	Outing Pub.	1.25
Fine Art of Fishing	S. G. Camp	Outing Pub.	1.00
Fishing and Shooting Sketches	G. Cleveland	Outing Pub.	1.25
Fishing Kits and Equipment	S. G. Camp	Outing Pub.	1.00
Fish Stories	Holder and Jordan.	Holt	1.75
Home Aquarium and How to Care for it	Eugene Smith	Dutton	1.20
The Angler's Guide	G. B. Bardford	Nassau Press .....	.75
The Book of Fish and Fishing	L. Rhead	Scribner's	1.50
The Little Water Folks ...	C. Hawkes	Crowell Co. ....	.75
Tricks and Knacks of Fishing	Horton Mfg. Co. ..	Horton Mfg. Co. ...	.20
American Marine Shells ...	Bulletin No. 37	U. S. National Museum Bulletin ...	.10
Mollusks of the Chicago Area	F. C. Baker	Chicago Academy of Science	1.00
The Little Water Folk ...	C. Hawkes	Crowell Co. ....	.75
West Coast Shells	J. Keep	Whittaker & R.	2.00
American Fishes	G. B. Goode	Dana Estes Co.	3.50

FORESTRY

A Guide to the Trees	A. Lounsbery	Stokes	1.90
Familiar Trees and Their Leaves	Mathews	Appleton	1.75
Field and Forest Handy Book	D. C. Beard	Scribner's	2.00
First Book of Forestry ...	F. Roth	Ginn .....	.90
Handbook of Trees of New England	Dame and Brooks .	Ginn	1.50
How to Tell the Trees ...	.....	Hinds, Noble .....	.15
North American Forest and Forestry	Bruncken	Putnam	2.00
Our Native Trees	H. L. Keeler	Scribner's	2.00
Our Northern Shrubs	H. L. Keeler	Scribner's	2.00

General Bibliography

313

FORESTRY—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Ornamental Shrubs of the United States	A. C. Apgar	American Book Co. .	\$ 1.50
Practical Forestry for Beginners in Forestry	J. C. Clifford	Appleton	1.20
School of the Woods	W. J. Long	Ginn	1.50
Studies of Trees in Winter. .	A. O. Huntington .	Estes	2.50
Ten Common Trees	S. Stokes	American Book Co. .	.40
The Forest	S. E. White	Doubleday, Page ...	1.50
The Forester's Manual	E. T. Seton	Doubleday, Page ...	1.00
The Tree Book	J. E. Rogers	Doubleday, Page ...	4.00
The Way of the Woods ...	E. Breck	Putnam	2.50
Trees of the Northern United States	A. C. Apgar	American Book Co. .	1.00
The Trees of California ...		Cunningham, Curtis & Welch	2.50
The Woodman's Handbook .	Graves and Ziegler.	Supt. of Doc. ....	.25
Trees That Every Child Should Know	J. E. Rogers	Doubleday, Page ...	1.20
North America Forests and Forestry	E. Bruncken	Putnam's	2.00
The Nursery Book	L. H. Bailey	Macmillan	1.50
Trees and How to Know Them	W. A. Lambeth, M. D.	B. F. Johnson, Pub..	.60
Practical Forestry	A. S. Fuller	Orange, Judd Pub. .	1.50
Studies of Trees in Winter	A. C. Huntington ..	Dana Estes & Co. .	2.50
The Boy With the U. S. Foresters	R. Rolt-Wheeler ...	Lothrop, Lee & Shepard	1.50

GARDENING

Gardening for Profit	P. Henderson	Orange, Judd Co. ...	1.50
How to Collect and Preserve Plants and Seaweeds ...		Hinds, Noble .....	.15
Manual of Gardening	L. H. Bailey	Macmillan	2.00
Nature's Garden	N. Blanchan	Doubleday, Page ...	3.00
Our Garden Flowers	H. L. Keeler	Scribner's	2.00
The Garden Yard	B. Hall	D. McKay	1.00
The Farm and Garden Rule Book	L. H. Bailey	Macmillan	2.00
How to Grow Vegetables and Garden Herbs	A. French	Macmillan	1.75
New Creations in Plant Life	W. S. Harwood ...	Macmillan	1.75
Manual of Gardening	L. H. Bailey	Macmillan	2.00
The Nursery Book	L. H. Bailey	Macmillan	1.50
Flowers	E. E. T. Rexford ..	Penn Pub. Co. ....	.50
Injurious Insects of the Farm and Garden	Mary Treat	Orange, Judd Pub. .	1.50
Insects Injurious to Vegetables	F. H. Chittenden ..	Orange, Judd Pub. .	1.50
The Peanut Plant—Its Cultivation and Uses	D. W. Jones	Orange, Judd Pub. .	.50
Vegetable Gardening	R. H. Watts	Orange, Judd Pub. .	1.75
How Plants Grow	Asa Gray	American Book Co. .	.30
Greenhouse Construction ...	L. R. Taft	Orange, Judd	1.5

MISCELLANEOUS—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Magicians' Tricks—How They are Done	Hatton and Plate ..	Century	\$ 1.60
A Manual of Marching	G. A. Cornell	Seminar Pub. Co. ..	.50
Things Worth Knowing	J. H. Bechtel	Penn Pub. ....	.50
Ravenel's Road Primer	S. W. Ravenel	A. C. McClurg & Co.	1.00

NATURAL HISTORY

American Natural History .	W. T. Hornaday ..	Scribner's	3.50
Half Hours With Fishes, Reptiles and Birds	C. F. Holder	American Book Co. .	.60
Nature Study	F. L. Holts	Scribner's	1.50
Our National Parks	John Muir	Houghton Mifflin ...	1.75
The Mountains	S. E. White	Doubleday, Page	1.50
Young Folk's Nature Field Book	J. A. Loring	Dana Estes Co.	1.00
Animal Life in the Sea and on Land	S. Cooper	American Book Co. .	1.25
Living Creatures	J. Monteith	American Book Co. .	.50
Natural History	W. Hooker	American Book Co. .	.90
Outdoor Studies	J. G. Needham	American Book Co. .	.40
Nature Study and Life	C. Hodge	Ginn & Co.	1.50

ORNITHOLOGY

Bird Guide, Part I—Water Birds	C. A. Reed	Doubleday, Page ...	1.00
Bird Guide, Part II—Land Birds	C. A. Reed	Doubleday, Page ...	.75
Bird Homes	A. E. Dugmore ...	Doubleday, Page ...	2.00
Birds in Their Relation to Men	Weed and Dearborn	Lippincott	2.50
Bird Life	F. Chapman	Appleton	2.00
Bird Neighbors	N. Blanchan	Doubleday, Page ...	2.00
Birds of Eastern North America	C. K. Reed	Doubleday, Page ...	3.00
Birds That Every Child Should Know	N. Blanchan	Doubleday, Page ...	1.20
Birds That Hunt and Are Hunted	N. Blanchan	Doubleday, Page ...	2.00
Everyday Birds	Bradford Torrey ...	Houghton Mifflin Co.	1.00
Field Book of Wild Birds and Their Music	F. S. Mathews	Putnam	2.00
First Book of Birds	H. M. Miller	Houghton Mifflin ...	1.00
Second Book of Birds	H. M. Miller	Houghton Mifflin ...	1.00
How to Attract the Birds ..	N. Blanchan	Doubleday, Page ...	1.35
How to Know the Wild Birds of Ohio	D. Lange	Educational .....	.50
How to Study Birds	H. K. Job	Outing Pub.	1.50
In Birdland	L. S. Kyser	McClurg Co.	1.00
Land Birds East of the Rockies	C. A. Reed	Doubleday, Page ....	.75
Nestlings of Forest and Marsh	I. G. Wheelock ...	McClurg	1.00
Our Own Birds	W. L. Bailey	Lippincott	1.25
The Sport of Bird Study ..	H. K. Job	Outing Pub.	1.50
Birds of the United States .	A. C. Appgar	American Book Co. .	2.00

ORNITHOLOGY — Continued

Title	Author	Publisher	Price
Our Birds and Their Nest- lings	M. C. Walker	American Book Co. .	\$.60

PATHFINDING

Harper's Camping and Scout- ing	Grinnell and Swan .	Harper	1.75
The Book of Camping and Woodcraft	H. Kephart	Outing Pub. Co.	1.50
Sign Language	E. T. Seton	Doubleday, Page ...	1.00
Tracks and Tracking	J. Brunner	Outing Pub. ....	.70

PERSONAL HEALTH

Body and Its Defenses	F. Jewett	Ginn .....	.65
Confidential Talks With Young Men	L. B. Sperry	Revell .....	.75
Control of Body and Mind .	F. Jewett	Ginn .....	.6c
Daily Training	Benson and Miles ..	Dutton	1.50
From Youth Into Manhood.	W. S. Hall	Y. M. C. A. Press .	.50
Good Health	F. Jewett	Ginn & Co. ....	.50
Health	W. V. Wood	Penn Pub. ....	.50
Health, Strength and Power	D. A. Sargent	Caldwell	1.75
Home Treatment and Care of the Sick	A. F. Lovering	Otis Clapp	1.50
How to Keep Well	A. Wilson	Crowell .....	.50
My System	J. P. Muller	Stechert	1.00
Exercise in Education and Medicine	R. T. McKenzie ...	Saunders	3.50
Health, Strength and Power	D. A. Sargent	Caldwell .....	.75
About Tobacco and Its Dele- terious Effects	C. E. Slocum	Slocum Pub. Co. ...	.50
High School Physiology ...	H. F. Hewes	American Book Co. .	1.00
Home Gymnastics According to the Ling System	A. Wide	Funk & Wagnalls ...	.50
How to Keep Fit	A. T. Schofield	Moffat, Yard .....	.75
Personal Hygiene	A. A. Woodhull ...	J. Wiley & Sons ...	1.00
The Body and Its Defenses.	F. G. Jewett	Ginn .....	.65
The Woods Hutchinson Health Series (Book Two)	W. Hutchinson	Houghton Mifflin Co.	.65
The Care of the Body	R. S. Woodworth ..	Macmillan	1.50

PHYSICAL GEOGRAPHY

About Pebbles	Alpheus Hyatt	D. C. Heath Co. ...	.10
Talks About the Soil	C. Barnard	Funk & Wagnalls ...	.75
Talks About the Weather ..	C. Barnard	Funk & Wagnalls ...	.75
Elementary Meteorology ...	F. Waldo	American Book Co. .	1.50
Observations and Exercises on the Weather	J. A. Price	American Book Co. .	.30
Physiography	A. L. Arey and Others	Heath & Co.	1.25
Soils	Lyon and Fippin ..	Macmillan	1.75
Topographical Drawing	F. T. Daniels	Heath & Co.	1.50
Elements of Physical Geog- raphy	T. C. Hopkins	B. H. Sanborn & Co.	1.

318 The Scout Masters' Handbook

PHOTOGRAPHY

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Photography	P. N. Hasluck	David McKay	\$.50
Photographic Cameras	P. N. Hasluck	David McKay .....	.50
Photographic Chemistry	P. N. Hasluck	David McKay .....	.50
Photographic Studios	P. N. Hasluck	David McKay .....	.50
Chats on Photography	Wallington	Lippincott	1.25
The Complete Photographer	R. C. Bayley	Doubleday, Page	3.50
Why My Photographs Are Bad	C. M. Taylor	G. W. Jacobs	1.00
Photography for Young Peo- ple	Tudor Jenks	F. A. Stokes Pub. Co.	1.50

PHYSIOLOGY

High School Physiology ...	H. F. Hewes	American Book Co. .	1.00
----------------------------	-------------------	---------------------	------

PLAY

Boy's Book of Sports	M. Thompson	Century	2.00
Education by Play and Games	G. E. Johnson	Ginn	1.10
Games for Everybody	M. C. Hoffmann ..	Dodge Pub. ....	.50
Games and Songs of Amer- ican Children	W. W. Newell	Harper	1.50
Money Making and Merry Making Entertainments ..	Rook and Goodfel- low	Penn Pub. Co. ....	.50
Games	J. H. Bancroft	Macmillan	1.50
Home Gymnastics According to the Ling System	A. Wide	Funk & Wagnalls ..	.50
Three Hundred Games and Pastimes	Lucas	Macmillan	2.00

POULTRY FARMING

How to Keep Hens for Profit	C. S. Valentine ...	Macmillan	1.50
Practical Poultry Keeping .	R. B. Sando	Outing Pub. ....	.70
Profitable Breeds of Poultry	A. S. Wheeler	Outing Pub. ....	.70

PUBLIC HEALTH

Health	W. V. Wood	Penn Pub. ....	.50
Health, Strength and Power	D. A. Sargent	Caldwell	1.75
Home Treatment and Care of the Sick	A. F. Lovering	Otis Clapp	1.50
Japanese Physical Training.	H. S. Hancock	Putnam	1.25
My System	J. P. Muller	Stechert	1.00
Rural Hygiene	I. W. Brewer	Lippincott	1.25
Health, Strength and Power	D. A. Sargent	Caldwell .....	.75
Milk and Its Products	H. H. Wing	Macmillan	1.50
Rural Hygiene	G. C. Eggleston ...	A. S. Barnes & Co. .	.60
Exercise and Health	Dr. W. Hutchinson.	Outing Pub. Co. ....	.70
The Body and Its Defenses.	F. C. Jewett	Ginn .....	.65
Good Health	F. C. Jewett	Ginn .....	.40
<i>The Woods Hutchinson Health Series (Book Two)</i>	W. Hutchinson	Houghton Mifflin ...	.65
<i>Military Hygiene for the Officers of the Line</i>	A. A. Woodhull, M. D.	Wiley & Sons	1.50

SEAMANSHIP

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Boat Building and Boating	D. C. Beard	Scribner's	\$ 1.00
Boat Sailing	A. J. Kenely	Outing Pub. Co. ...	1.00
Building Model Boats	P. N. Hasluck	David McKay .....	.50
Canoe and Boat Building ..	W. P. Stephens ...	Forest & Stream ...	2.00
Canoe and Camp Cookery ..	W. W. Pasco	Forest & Stream ...	1.00
The Boat Sailor's Manual ..	E. F. Qualtrough ..	Scribner's	1.50
The Life Boat	R. M. Ballantyne ..	Lothrop, Lee & Shep- ard .....	.75

SCULPTURE

Clay Modelling	P. N. Hasluck	David McKay50
----------------------	--------------------	-------------------	-----

SIGNALING

Sign Language	E. T. Seton	Doubleday, Page	1.00
---------------------	-------------------	----------------------	------

STALKING

Tracks and Tracking	J. Brunner	Outing Pub.70
---------------------------	------------------	------------------	-----

SWIMMING

Swimming	E. T. Brewster	Houghton Mifflin ...	1.00
Swimming	A. Sinclair	Dutton .....	.50
The Art of Swimming	R. F. Nelligan	Bassette .....	.65
How to Swim	Capt. D. Dalton	Putnam's	1.00

TAXIDERMY

Amateur Taxidermist	R. R. Scorso	Fur News Pub. Co. .	.50
Taxidermy	P. N. Hasluck	David McKay .....	.50

ZOOLOGY

Familiar Animals and Their Wild Kindred	J. Monteith	American Book Co. .	.50
Four Footed Americans and Their Kin	M. C. Wright	Macmillan	1.50
Homes, Haunts and Habits of Wild Animals	I. T. Johnson	Winston	1.50
Poisonous Snakes of North America	L. Steineger	U. S. National Mu- seum Bulletin ....	.10
Worms and Crustacea	Hyatt	D. C. Heath .....	.30
Wild Neighbors	E. Ingersoll	Macmillan	1.50
Manual of Farm Animals ..	M. W. Harper	Macmillan	2.00
The Horse	I. P. Roberts	Macmillan	1.25

II. FICTION

LISTED BY FRANKLIN K. MATHIEWS

HEROES OF ADVENTURE

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Across Asia on a Bicycle ..	T. G. Allen and W. L. Sachtleben ...	Century	\$ 1.50
Around the World in the Sloop "Spray"	J. Slocum	Scribner	1.50
The Adventure of Billy Topsail	N. Duncan	Revell Co.	1.50
Boy's Book of Explorations. T. Jenks		Doubleday, Page & Co.	2.00
Billy Topsail and Co.	N. Duncan	Revell Co.	1.50
The Boy Pathfinder	W. C. Sprague ...	Lothrop	1.50
The Boy With the U. S. Census	F. Rolt-Wheeler ...	Lothrop	1.50
The Boys of the Mohawk ..	E. T. Tomlinson ..	Burt & Co.	1.00
The Boy With the U. S. Survey	F. Rolt-Wheeler ...	Lothrop	1.50
Cruise of the Cachalot	F. T. Bullen	Appleton	1.50
Cadet of the Black Star Line	R. D. Paine	Scribner	1.25
Corporal Cameron	R. Connor	Doran & Co.	1.25
Captain Sam	G. C. Eggleston ...	Putnam's	1.25
Camping on the St. Lawrence	E. T. Tomlinson ..	Lothrop	1.50
Cattle Brands	A. Adams	Houghton	1.50
Cattle Ranch to College	R. Doubleday	Doubleday	1.25
Chilhowee Boys	S. E. Morrison	Crowell .....	.75
Chilhowee Boys in War Times	S. E. Morrison	Crowell .....	.75
Chilhowee Boys in Harness.	S. E. Morrison	Crowell .....	.75
Cruise of the Canoe Club ..	W. L. Alden	Harper .....	.60
Cruise of the Ghost	W. L. Alden	Harper .....	.60
Dorymates	K. Munroe	Harper	1.25
Elm Island Stories (6 Volumes)	E. Kellogg	Lothrop, Lee & Shepard	1.25
Four Boys on Pike's Peak ..	E. T. Tomlinson ..	Lothrop	1.50
Four Boys in the Yosemite	E. T. Tomlinson ..	Lothrop	1.50
Four Boys in the Yellowstone	E. T. Tomlinson ..	Lothrop	1.50
From Keel to Kite	I. Hornibrook	Lothrop	1.50
The Fur Traders of the Columbia River	W. Irving	Putnam's .....	.90
Four Afoot	R. H. Barbour	Appleton	1.50
Hans Brinker or the Silver Skates	Mary Mapes Dodge.	Grosset & Dunlap ..	1.00
Hans, the Eskimo	C. Scandlin	Silver, Burdette & Co. ....	.42
Jack Among the Indians ..	G. B. Grinnell	Stokes	1.25
Jinks' Inside	H. Hobson	Jacobs	1.00
Jack Collerton's Engine	A. French	Little, Brown	1.50
Kim	R. Kipling	Doubleday	1.50
Kidnapped	R. L. Stevenson ..	Burt .....	.75

HEROES OF ADVENTURE — Continued

Title	Author	Publisher	Price
The Lure of the Labrador			
Wild	D. Wallace	Revell Co.	1.50
The Oak Street Boys' Club	W. L. Eldred	Lothrop	1.00
On the Trail of the Sioux	D. Lange	Lothrop	1.00
Robinson Crusoe	D. Defoe	Lippincott	1.50
Silver Medal Stories	J. T. Trowbridge ..	Lothrop	each 1.25
Story of Rolf and the Vi-			
king's Bow	A. French	Little, Brown & Co.	1.00
Stories Worth Telling	A. H. Coggins	Penn Pub. ....	.50
Story of Sonny Sahib	S. J. Cotes	Appleton	1.00
Swiss Family Robinson	J. D. Wyss	Dutton	1.25
The Second Boys' Book of			
Aeroplanes	F. A. Collins	Century	1.20
The Sunken Submarine	Capt. Dentrit	Little, Brown	1.25
Two Years Before the Mast	R. H. Dana	Houghton Mifflin ...	1.00
Talking Leaves	W. O. Stoddard	Harper .....	.60
Two Boys in the Tropics ..	E. H. Figellmessy ..	Macmillan	1.35
Treasure Island	R. L. Stevenson ...		
Wrecking Master	R. D. Paine	Scribner	1.25
Ungava Bob	D. Wallace	Revell	1.50
The Young Alaskans	E. Hough	Harper	1.25
Young Nemesis	F. T. Bullen	Dutton	1.50
Zigzag Journey Series	H. Butterworth	Dana Estes & Co. ..	1.50

HEROES OF CHIVALRY

Age of Chivalry	Bulfinch	Crowell .....	.60
The Age of Chivalry	T. Bulfinch	Lothrop	1.25
Book of Famous Verse	Agnes Repplier	Houghton	1.25
Boy's King Arthur	T. Mallory (Lanier, Ed.)	Scribner	2.00
Character, the Grandest			
Thing	O. Swett Marden ..	Crowell .....	.50
Cheerfulness as a Life			
Power	O. Swett Marden ..	Crowell .....	.50
The Contagion of Character ..	N. D. Hillis	Revell	1.20
The Christian Gentleman ..	Louis Albert Banks ..	Funk & Wagnalls ...	.75
Every Man a King	O. Swett Marden ..	Crowell	1.00
Good Manners a Passport to			
Success	O. Swett Marden ..	Crowell .....	.50
Hand-made Gentleman	Irving Bacheller ..	Harper	1.50
He Can Who Thinks He Can	O. Swett Marden ..	Crowell	1.00
Heroes of Chivalry	L. Maitland	Silver, Burdette Co. .	.50
Heroes Every Child Should			
Know	H. W. Mabie	Doubleday .....	.90
Incentives of Life	J. M. Ludlow	Revell	1.25
Indian Stories	Major C. Newell ..	Silver, Burdette & Co. ....	.45
Ivanhoe	W. Scott	Amer. Book Co. ....	.50
Ivanhoe	Sir W. Scott	Macmillan	1.25
John Halifax, Gentleman ..	D. M. Craik	Crowell	1.50
The Kingship of Self Con-			
trol	Wm. George Jordan	Revell .....	.30
Knight Errant	Davidson	Lippincott	1.75
Knighthood in Germ and			
Flower	J. H. Cox	Little, Brown	1.25
Knight of the Golden Spur .	R. S. Holland	Century	1.25

HEROES OF CHIVALRY—Continued

Title	Author	Publisher	Price
Knights Who Fought the Dragon	Edwin Leslie	Sunday School Times.	\$ 1.00
Legends of Charlemagne Romanances of the Middle Ages	T. Bulfinch	Lothrop	1.25
Legends of the Middle Ages	H. A. Guerber	Amer. Book Co.	1.50
Lessons on Manners	Julia M. Dewey	Hinds, Noble .....	.75
Letters	Lord Chesterfield ..	Ginn .....	.30
Levels of Living	H. F. Cope	Revell	1.00
Life Questions of High School Boys	J. W. Jenks	Y. M. C. A. Press ..	.40
Loyalty	J. G. K. McClure ..	Revell	1.00
The Majesty of Calmness ..	Wm. George Jordan ..	Revell .....	.30
The Making of a Man	O. Swett Marden ..	Lothrop	1.25
Men of Iron	H. Pyle	Harper	2.00
Moral Muscle	Frederick Atkins ..	Revell .....	.35
The Optimistic Life	O. Swett Marden ..	Crowell	1.00
Page, Esquire and Knight ..	M. F. Lansing	Ginn .....	.45
Peace, Power and Plenty ..	O. Swett Marden ..	Crowell	1.00
The Power of Personality ..	O. Swett Marden ..	Crowell .....	.50
Practical Paradoxes	O. Swett Marden ..	Crowell .....	.50
The Prince and the Page ..	C. M. Yonge	Macmillan	1.25
Raleigh; His Exploits and Voyages	G. M. Towle	Lothrop	1.00
Royal Manhood	J. I. Vance	Revell	1.25
Sir Walter Raleigh	J. Buchanan		
Some Merry Adventures of Robin Hood	H. Pyle	Scribner .....	.50
The Story of Hereward	Douglas C. Stedman ..	Crowell	1.50
Story of King Arthur and His Knights	H. Pyle	Scribner	2.00
Story of Sir Galahad	M. S. Sterling	Dutton	1.50
Stories From the Faerie Queene	M. MacLeod	Stokes	1.50
Stories of Charlemagne	A. J. Church	Macmillan	1.75
Stories of the Indians of New England	A. H. Burton	Silver, Burdette & Co. ....	.60
Stories of the King	J. Baldwin	Amer. Book Co. ....	.50
Stories of King Arthur	U. W. Cutler	Crowell .....	.35
Stories of King Arthur and His Knights	M. Macgregor	Dutton .....	.50
Stories of King Arthur and the Round Table	Beatrice Clay	Dutton .....	.50
Tales of Chivalry	W. Scott	Amer. Book Co. ....	.50
Twentieth Century Knight-hood	J. A. Banks	Funk & Wagnalls ..	.75
The Vision of Sir Launfal ..	James Russell Lowell	Barse & Hopkins ...	.50
With Spurs of Gold	F. W. Green and D. W. Kirk	Little, Brown	1.50
Wandering Heroes	L. L. Price	Silver, Burdette & Co. ....	.50
A Young Man's Question ..	R. E. Speer	Revell .....	.80

HEROES OF DARING

Amateur Fireman	J. O. Kaler	Dutton	1.50
American Hero Stories	E. M. Tappan	Houghton	1.50
Ballads of American Bravery, With Notes	C. Scollard	Silver .....	.50

General Bibliography

323

HEROES OF DARING — Continued

Title	Author	Publisher	Price
Book of Golden Deeds	C. Yonge	Macmillan	\$ 1.00
Boy General	E. B. Custer	Scribner .....	.60
Boy's Froissart: Froissart's Chronicles	Ed. Sidney Lanier ..	Scribner	2.00
Boy of the First Empire ...	E. S. Brooks	Century	1.50
Book of Famous Verse	A. Repplier	Houghton .....	.75
Beach Patrol	W. Drysdale	Doubleday	1.50
Chronicles of Sir John Frois- sart	J. Froissart	Appleton .....	.75
Careers of Danger and Dar- ing	C. Moffett	Century	1.50
Drake, the Sea King of Devon	G. M. Towle	Lothrop	1.00
Famous Voyager and Ex- plorer	Sarah K. Bolton ...	Crowell .....	.75
Fighting a Fire	C. T. Hill	Century	1.50
Heroes of Iceland	A. French	Little, Brown	1.50
Heroes of Myth	Price and Gilbert ..	Silver, Burdette & Co.	.50
Held for Orders	F. H. Spearman ...		
Hero Tales of the Far North	J. Riis	Macmillan	1.35
Heroes of the Polar Sea ..	J. K. MacLean ...	Lippincott	1.50
The Little Duke	C. Yonge	Macmillan	1.00
Lance of Kanana; a Story of Arabia	H. W. French	Lothrop	1.00
Lyra Heroica; a Book of Verse for Boys	W. E. Henley	Scribner	1.25
The Life Savers	J. O. Kaler	Dutton	1.50
Modern Vikings	H. H. Boyeson	Scribner	1.25
The Nerve of Foley, and Other Stories	F. H. Spearman ...		
Odyssey for Boys and Girls	A. J. Church	Macmillan	1.50
On Trail and Rapid by Dog- Sled and Canoe	H. A. Cody	Lippincott	1.00
Olaf the Glorious; a His- torical Story of the Viking Age	R. Leighton	Scribner	1.50
Our Young Folks' Plutarch; Otto of the Silver Hand ...	Rosalie Kaufman	Lippincott	1.25
Philip Steele of the Royal Northwest Mounted Police	H. Pyle	Scribner	2.00
J. O. Curwood		Bobbs	1.00
Rainier of the Last Frontier	J. M. Dean	Crowell	1.20
Red True Story Book	A. Lang	Longmans	2.00
Romance of Early Explora- tion	A. Williams	Lippincott	1.50
Story of Roland	J. Baldwin	Scribner	1.50
Story of Siegfried	J. Baldwin	Scribner	1.50
Story of the Golden Age ..	J. Baldwin	Scribner	1.50
Story of the American In- dian	E. S. Brooks	Lothrop	1.50
Story of Marco Polo	N. Brooks	Century	1.50
Story of Magellan, etc.	H. Butterworth ...	Appleton	1.50
Story of the Iliad	A. J. Church	Macmillan	1.00
Stories of Adventure, told by Adventurers	E. E. Hale	Little	1.25
Stories of Discovery, told by Discoverers	E. E. Hale	Little	1.25

HEROES OF DARING—Continued

Title	Author	Publisher	Price
Stories of the Sea, told by Sailors	E. E. Hale	Little	\$ 1.00
Story of Captain Cook	J. Lang	Dutton .....	.50
Stories From the Chronicle of the Cid	M. W. Plummer ...	Holt .....	.90
Siegfried, the Hero of the North and Beowulf, the Hero of the Anglo-Saxons	Z. A. Ragozin	Putnam	1.25
Story of the Cid, for Young People	C. D. Wilson	Lothrop	1.25
The True Story Book	A. Lang	Longmans	2.00
True Tales of Arctic Heroism	A. W. Greely	Scribner	1.50
The Wireless Man	F. A. Collins	Century	1.20
The Wrecking Master	R. D. Paine	Scribner	1.25
Wild Men and Wild Beasts	W. G. Cumming ...	Scribner .....	.75
A Year In a Yawl	R. Doubleday	Doubleday	1.50

HEROES OF FAITH

Aspiration and Achievement	Frederick A. Atkins	Revell .....	.35
Aspirations and Influence ..	H. Clay Trumbull .	Sunday School Times	.50
The Boy Crusaders	J. G. Edgar	Nelson	1.00
Black Rock	R. Connor	Revell	1.25
Black Rock	Gordon (Ralph Connor, pseud)	Revell .....	.75
Brave Little Holland, etc. .	W. E. Griffis	Houghton	1.50
By Pike and Dyke	G. A. Henty	Scribner	1.50
Ben-Hur; A Tale of the Christ	L. Wallace	Harper	1.50
Christ's Freedman (Onesimus)	E. A. Abbott	Revell	1.25
The Crown of Individuality.	W. G. Jordan	Revell	1.00
Conquering and to Conquer	E. Charles	Dodd, Mead	1.00
Chronicles of the Schonberg-Cotta Family	E. Charles	Nelson & Sons	1.25
The Cloister and The Hearth	C. Reade	Harper .....	.35
Captain of the Janizaries ..	J. M. Ludlow	Harper	1.50
Character Shaping and Character Working	H. Clay Trumbull .	Sunday School Times	.50
Days of Jeanne d'Arc	W. H. Catherwood .	Century	1.50
Deborah	J. M. Ludlow	Revell	1.50
Duty Knowing and Duty Doing	H. Clay Trumbull .	Sunday School Times	.50
For Faith and Freedom	W. Besant	Harper	1.25
The First Christmas Tree .	H. Van Dyke	Scribner	1.50
Friend of Olivia	A. E. Barr	Dodd, Mead	1.25
The Flamingo Feather	K. Munroe	Harper	1.00
For the Temple	G. A. Henty	Scribner	1.50
First Battles	Frederick A. Atkins	Revell .....	.35
The Gladiators	G. J. W. Melville ..	Appleton .....	.60
God Wills It; A Tale of the First Crusade	W. S. Davis	Macmillan	1.50
Getting One's Bearings	Alexander McKenzie	Revell	1.25
Heroes of the Crusades	A. M. Douglas	Lothrop	1.50
In His Name	E. E. Hale	Little	1.50
Joel, A Boy of Galilee	A. F. Johnston ...	Page & Co.	1.50

HEROES OF FAITH — Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Knight of the White Cross	G. A. Henty	Scribner	\$ 1.50
The Lost Word	H. Van Dyke	Scribner	1.50
Men Who Were Found			
Faithful	R. E. Speer	Revell	1.00
A Monk of Fife	A. Lang	Longmans	1.25
The Marks of a Man	R. E. Speer	Doran . . . . .	.50
My Young Man	Louis A. Banks	Funk & Wagnalls . . . . .	.75
Old Mortality	Sir W. Scott	Macmillan	1.25
Ourselves and Others	H. Clay Trumbull	Sunday School Times . . . . .	.50
Pilgrims and Puritans	N. M. Tiffany	Ginn . . . . .	.60
The Prince and the Page	C. M. Yonge	Macmillan	1.25
Possibilities	J. G. K. McClure	Revell . . . . .	.30
Pilgrim's Progress	J. Bunyan	Revell	1.00
Paul A Herald of the Cross	F. M. Kingsley	Altamus	1.25
The Prince of the House of			
David	J. H. Ingraham	Roberts . . . . .	.50
Quo Vadis	H. Sienkiewicz	Little	1.75
The Refugees; A Tale of			
Two Continents	Sir C. Doyle	Harper	1.75
Royal Manhood	James I. Vance	Revell	1.25
The Story of Antonio the			
Galley Slave	A. A. Arright	Revell	1.25
Sky Pilot	R. Connor	Revell	1.25
The Standard Bearer	S. R. Crockett	Appleton	1.50
Stories of the Saints	C. V. D. Chenoweth	Houghton	1.25
Story of the Catacombs	F. E. B. Hedges	West. Meth. Book	1.00
Saints and Heroes to End			
of Middle Ages			
Stephen, A Soldier of the			
Cross	F. M. Kingsley	Altamus	1.25
Story of Joan of Arc	A. Lang	Dutton . . . . .	.50
A Singular Life	E. S. Phelps	Houghton	1.50
Story of Sir Galahad	M. B. Sterling	Dutton	1.50
The Swordmaker's Son	W. O. Stoddard	Century	1.50
Story of the Other Wise			
Man	H. Van Dyke	Harper	1.00
The Sky Pilot	R. Connor	Revell	1.25
Self Control, Its Kingship			
and Majesty	W. G. Jordan	Revell	1.00
Seeing and Being	H. Clay Trumbull	Sunday School Times . . . . .	.50
Story of the Crusades	E. M. Wilmot-Bux-		
ton		Crowell	1.50
To the Lions	A. J. Church	Putnam	1.25
Tarry Thou Till I Come	G. Croly	Funk & Wagnalls	1.50
Titus	F. M. Kingsley	Altamus	1.25
The Talisman	Sir W. Scott	Macmillan	1.25
Tendency	James I. Vance	Revell	1.25
Thoroughness	J. T. Davidson	Revell . . . . .	.35
True Manhood	James Cardinal Gib-		
bons		McClurg . . . . .	.50
Vergilius, A Tale of the			
Coming of Christ	I. Bacheller	Harper	1.50
Via Crucis	F. M. Crawford	Macmillan	1.50
Young Men Who Overcame	R. E. Speer	Revell	1.00
Zoroaster	F. M. Crawford	Macmillan	1.50

HEROES OF HUMOR .

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
The Arkansas Bear	A. B. Paine		
Adventures of a Freshman	J. L. Williams		
At Good Old Siwash	G. Fitch	Little, Brown	\$ 1.25
Adventures of Bobby Orde	S. E. White	Doubleday	1.20
Being a Boy	C. D. Warner		
Bob Knight's Diary	White		
Charles O'Malley	C. Lever		
The Cahee Cat	C. M. Thompson ..	Houghton	1.25
Don Quixote	Cervantes		
Found by the Circus	J. Otis		
Gulliver's Travels	J. Swift	Dutton .....	.50
Handy Andy	C. Lever		
Huckleberry Finn	S. L. Clemens	Harper	1.75
The Humming Bird	O. Johnson		
The Human Boy	E. Phillpotts	Harper	1.25
Innocents Abroad	S. L. Clemens	Harper	2.00
Jester of St. Timothy	A. S. Pier		
Jolly Fellowship	F. R. Stockton		
June Boy	P. Weil	Doran	1.20
The Lady and the Tiger	F. Stockton	Scribner	1.50
Letters of a Japanese School Boy	W. Irwin		
Licky and His Gang	G. S. Mason	Houghton	1.00
Letters of a Self-Made Mer- chant to His Son	G. H. Lorimer		
Lovey Mary	A. H. Rice		
Mr. Stubb's Brother	J. Otis		
Mrs. Wiggs of the Cabbage Patch	A. H. Rice		
Many Cargoes	W. W. Jacobs	Stokes	1.00
Monkey That Would Not Kill	H. Drummond		
Nights With Uncle Remus ..	J. C. Harris		
Old Ben, the Friend of Toby Tyler	J. Otis		
Pickwick Papers	C. Dickens		
Peter Simple			
Prince and Pauper	S. L. Clemens	Harper	1.75
Real Diary of a Real Boy ..	Shute		
Rudder Grange	F. Stockton	Scribner	1.50
Story of a Bad Boy	T. B. Aldrich		
The Rose and the Ring ..	W. M. Thackeray ..		
Skipper and the Skipped ...	F. H. Day	Harper	1.50
Toby Tyler, or Ten Weeks With a Circus	J. Otis	Harper .....	.60
Tom Sawyer	S. L. Clemens	Harper	1.75
Tales From the Travels of Baron Munchhausen	E. E. Hale		
Travels with a Donkey	R. L. Stevenson ...		
Uncle Remus and His Friends	J. C. Harris		
The Varmint	O. Johnson		
A Yankee of the Nineteenth Century in King Arthur's Court	S. L. Clemens	Harper	1.75

HEROES OF THE NATION

BIOGRAPHY AND HISTORY

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Around the World With the Battleships	R. J. Miller	McClurg	\$ 1.25
Abraham Lincoln	J. Baldwin	Amer. Book Co. ....	.40
Abraham Lincoln—Boy and Man	J. Morgan	Macmillan	1.50
An American Book of Golden Deeds	James Baldwin	Amer. Book Co. ....	.50
American Hero Stories	Eva M. Tappan	Houghton	1.50
American Leaders and Heroes	W. F. Gordy	Scribner .....	.60
American Heroes and Heroism	Mowry and Mowry. .	Silver, Burdette Co. .	.50
Boy's Life of Grant	W. L. Ginn .....	.....	.....
Boy's Life of U. S. Grant ..	H. Nicolay	Century	1.50
Battle of the War for Independence	Prescott Holmes ...	Altemus .....	.50
Boy's Life of Abraham Lincoln	H. Nicolay	Century	1.50
Boy's Life of Ulysses S. Grant	H. Nicolay	Century	1.50
The Boy General	Mrs. E. B. Custer ..	Scribner .....	.50
The Century Book for Young Americans	E. S. Brooks	Century	1.50
California the Golden	Hunt and Hunt	Silver, Burdette Co. .	.65
Discovery of the Old Northwest	J. Baldwin	Amer. Book Co. ....	.60
Dashing Paul Jones	Frank Sheridan	Lippincott .....	.50
Four Great Americans	J. Baldwin	Amer. Book Co. ....	.50
Four American Explorers ..	N. F. Kingsley	Amer. Book Co. ....	.50
Famous American Statesman	Sarah K. Bolton	Crowell .....	.75
Hero of Erie	J. Barnes	Appleton	1.00
Heroes of the Army in America	Charles Morris	Lippincott	1.25
Heroes of Discovery in America	Charles Morris	Lippincott	1.25
Heroes of the Navy in America	Charles Morris	Lippincott	1.25
Heroes of the United States Navy	H. James	Altemus .....	.50
Hero Tales From American History	Lodge and Roosevelt	Century	1.50
Historic Americans	E. S. Brooks	Crowell	1.50
Home Life in Colonial Days	Alice Morse Earle ..	Grosset & Dunlap ..	.75
Historical Geography of the U. S.	T. Mac. Coun	Silver, Burdette Co. .	.90
Indians and Pioneers	Hazard and Dutton. .	Silver, Burdette Co. .	.60
Life of Abraham Lincoln ..	C. W. Moores	Houghton .....	.60
Life of Robert E. Lee	M. L. Williamson ..	Johnson .....	.35
Life of Thomas J. Jackson ..	M. L. Williamson ..	Johnson .....	.40
Midshipman Farragut	J. Barnes	Appleton	1.00
Makers and Defenders of America	Anna F. Foote and A. W. Skinner ..	Amer. Book Co. ....	.50

HEROES OF THE NATION — Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
New Century History of the United States	Edward Eggleston	Amer. Book Co.	\$ 1.00
Our Country's Flag	E. S. Holden		
Our Country's Flag and the Flags of Foreign Countries	E. S. Holden	Appleton .....	.80
Our Country's Story	Eva M. Tappan ...	Houghton .....	.65
Paul Jones	M. E. Seawell	Appleton	1.00
The Pilot	J. F. Cooper	Houghton	1.00
Paul Revere	John de Morgan ...	David McKay .....	.50
Poems of American Patriotism	Brander Mathews ..	Scribner .....	.50
The Pilgrims	F. A. Noble	Pilgrim Press	2.50
Rescue of Cuba	A. S. Draper	Silver, Burdette Co. ...	1.00
Stories of Our Country	James Johonnot	Amer. Book Co. ....	.40
Story of the Great Republic	H. A. Guerber	Amer. Book Co. ....	.65
The Story of Our Navy for Young Americans	W. J. Abbott	Dodd, Mead	2.00
The Story of the Thirteen Colonies	H. A. Guerber	Amer. Book Co. ....	.65
The Seven Ages of Washington	Owen Wister	Grosset & Dunlap ...	.75
True Story of Benjamin Franklin	E. S. Brooks	Lothrop	1.50
True Story of George Washington	E. S. Brooks	Lothrop	1.50
Twelve Naval Captains	M. E. Seawell	Scribner	1.25
Uncle Sam's Business	C. Marriott	Harper	1.25
Washington and His Generals	J. T. Headley	Hurst .....	.50
When America Became a Nation	T. Jenks	Crowell	1.25
When America Was New ..	T. Jenks	Crowell	1.25
When America Won Liberty	T. Jenks	Crowell	1.25
Young People's History of the War With Spain	Prescott Holmes ...	Altamus .....	.50

HISTORICAL STORIES

An Annapolis First Class Man	E. L. Beach	Penn. Pub.	1.25
An Annapolis Plebe	E. L. Beach	Penn. Pub.	1.25
An Annapolis Second Class Man	E. L. Beach	Penn. Pub.	1.25
An Annapolis Youngster ...	E. L. Beach	Penn. Pub.	1.25
Boots and Saddles	E. B. Custer	Harper	1.50
Battling for Atlanta	Byron A. Dunn ...	McClurg	1.25
Defending His Flag	E. Stratemyer	Lothrop	1.50
"Don't Give Up The Ship"	C. S. Wood	Macmillan	1.25
For the Stars and Stripes ..	E. T. Tomlinson ...	Lothrop	1.50
General Nelson's Scout	Byron A. Dunn ...	McClurg	1.25
In Defence of the Flag	E. S. Brooks	Lothrop	1.25
Little Jarvis	M. E. Seawell	Appleton	1.00
Lads and Lassies of Other Days	L. L. Price	Silver, Burdette Co. .	.54
Life at West Point	H. I. Hancock	Putnam	1.40

General Bibliography

329

HISTORICAL STORIES—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Marching Against the Iroquois	E. T. Tomlinson ..	Houghton	\$ 1.50
Marion and His Men	John de Morgan ..	David McKay .....	.50
Master of the Strong Hearts	E. S. Brooks	Dutton	1.50
The Man Without a Country	E. E. Hale	Little, Brown	1.25
On the Old Kearsage	Cyrus T. Brady ..	Scribner	1.35
On General Thomas' Staff ..	Byron A. Dunn ..	McClurg	1.25
Peggy Owen	Lucy F. Madison ..	Penn Pub. Co.	1.25
Raiding With Morgan	Byron A. Dunn ..	McClurg	1.25
Roger Paulding, Apprentice Man	E. L. Beach	Penn Pub.	1.20
Roger Paulding's, Gunner's Mate	E. L. Beach	Penn Pub.	1.20
Scouting With Washington ..	J. P. True	Little, Brown	1.50
The Spy	J. F. Cooper	Houghton	1.00
Tom Strong, Washington's Scout	A. B. Mason	Holt	1.25
A Virginia Cavalier	M. E. Seawell	Harper	1.50
A West Point Lieutenant ..	Capt. P. B. Malone ..	Penn Pub.	1.25
Washington's Young Spy ..	T. C. Harbaugh ..	David McKay .....	.50
With Fighting Jack Barry ..	J. T. McIntyre	Lippincott	1.50
With Flintlock and Fife ...	E. T. Tomlinson ...	Wilde	1.50
Young Continentals at Lexington	J. T. McIntyre	Penn Pub.	1.25
The Young Continentals at Bunker Hill	J. T. McIntyre	Penn Pub.	1.25
The Young Continentals At Lexington	J. T. McIntyre	Penn Pub.	1.25
The Young Continentals At Monmouth	J. T. McIntyre	Penn Pub.	1.25
The Young Continentals at Trenton	J. T. McIntyre	Penn Pub.	1.25
The Young Minute Man of 1812	E. T. Tomlinson ...		

HEROES OF THE NATIONS

Boys of Other Countries ...	B. Taylor	Putnam	1.25
Boys' and Girls' Plutarch ..	Ed. J. S. White	Putnam	1.75
Boys' Heroes	E. E. Hale	Lothrop	1.00
Boys' Napoleon	H. F. B. Wheeler ..	Crowell	1.50
Famous Sea Fights	J. R. Hale	Little, Brown	2.00
Historic Boyhoods	R. S. Holland	Jacobs	1.50
Hero Myths and Legends of the British Race	M. J. Ebbutt	Crowell	2.00
History of Alexander the Great	J. Abbott	Harper .....	.50
History of Cyrus the Great ..	J. Abbott	Harper .....	.50
History of Xerxes the Great ..	J. Abbott	Harper .....	.50
History of Peter the Great ..	J. Abbott	Harper .....	.50
Historic Boys	E. S. Brooks	Putnam	1.25
In the Days of Wm. the Conqueror	E. M. Tappan	Lothrop	1.00
In the Days of Alfred the Great	E. M. Tappan	Lothrop	1.00

HEROES OF THE NATIONS—Continued

Title	Author	Publisher	Price
Lords of the World	A. J. Church	Scribner	\$ 1.50
Master of the Strong Hearts	E. S. Brooks	Dutton	1.50
Macedonian in the Army of Alexander the Great	A. J. Church	Putnam	1.25
Olaf the Glorious	R. Leighton	Scribner	1.50
The Son of Columbus	M. E. Seawell .....	.....	.....
Story of Roland	J. Baldwin	Scribner	1.50
Story of Siegfried	J. Baldwin	Scribner	1.50
Story of the Golden Age ..	J. Baldwin	Scribner	1.50
Sea-Kings and Naval He- roes	J. G. Edgar	Harper	1.00
Ten Boys From History	K. D. Sweetzel	Duffield	2.00
Ten Great Events in History	J. Johannot	Amer. Book Co. ....	.50
With the Black Prince	W. O. Stoddard	Appleton	1.50

HEROES OF THE OUT-OF-DOORS

BIOGRAPHY—SCOUTS AND PIONEERS

Adventures of Buffalo Bill .	W. F. Cody	Harper .....	.60
Boys' Life of Captain John Smith	E. H. Johnson	Crowell .....	.75
The Boys' Parkman	L. S. Hasbrouck ..	Little, Brown	1.00
Boy's Story of Zebulon M. Pike	M. G. Humphreys .	Scribner	1.50
Christopher Carson	J. S. C. Abbott	Dodd .....	.75
Captain John Smith	T. Jenks	Century	1.20
Daniel Boone, Back Woods- man	C. H. Forbes, Lind- say	Lippincott	1.50
Daniel Boone	J. S. C. Abbott	Dodd .....	.60
David Crockett	J. S. C. Abbott	Dodd .....	.60
David Crockett, Scout	C. F. Allen	Lippincott	1.50
Famous Indian Chiefs	O. W. Howard	Century	1.50
Four American Pioneers ...	F. M. and B. K. Perry	American Book Co. .	.50
Famous Indian Chiefs	O. H. L. Johnston .	Page & Co.	1.50
Famous Scouts	O. H. L. Johnston .	Page & Co.	1.50
Heroes of Pioneering	A. Sanderson	Lippincott	1.50
Indian Boyhood	C. A. Eastman	Doubleday	1.60
Indian Story and Song ...	A. C. Fletcher	Small, Maynard	1.25
Indian Fights and Fighters.	C. T. Brady	Doubleday	1.60
Life of David Crockett	E. S. Ellis	Winston Co. ....	.50
Life of Daniel Boone	R. G. Thwaites	Appleton	1.00
The Oregon Trail	F. Parkman	Little	2.00
Pathfinders of the West ...	A. C. Laut	Grosset & Dunlap ...	.75
Story of a Scout	J. Finnemore	Macmillan	1.50
Trails of the Pathfinders .	G. B. Grinnell	Scribner	1.50
With Fremont the Path- finder	J. H. Whitson	Wilde	1.50
With Carson and Fremont .	E. S. Sabin	Lippincott	1.25

STORIES OF OUT-OF-DOOR LIFE

Adventures of Pathfinder ..	J. F. Cooper	Amer. Book. Co. ....	.35
Arizona Nights	S. E. White	Doubleday	1.50
An Old Fashioned Sugar Camp	P. G. Huston	Revell	1.00

HEROES OF THE OUT-OF-DOORS—Continued

Title	Author	Publisher	Price
Along the Mohawk Trail ..	P. K. Fitzhugh	Crowell	1.25
Adventures Among Red Indians	H. W. G. Hyrst	Lippincott	1.50
Billy To-morrow in Camp ..	S. P. Carr	McClurg	1.25
Boy Life on the Prairie	H. Garland	Macmillan	1.25
Boy Scouts in the Maine Woods	J. Otis	Crowell	1.25
Bunty Prescott at Englishman's Camp	M. J. Phillips	Reilly & Britton	1.00
The Boy Scouts of Bob's Hills	E. P. Burton	Holt	1.25
The Boy Scouts of Woodcraft Camp	T. W. Burgess	Penn	1.00
The Boy Scouts of Berkshire	W. P. Eaton	Wilde	1.00
Boy Pioneers	D. C. Beard	Scribner	2.00
Boy With the United States Foresters	F. W. Rolt-Wheeler ..	Lothrop	1.50
The Blazed Trail	S. E. White	Doubleday	1.50
Bar B. Boys or the Young Cow Punchers	Edwin S. Sabin ...	Crowell	1.50
Backwoodsmen	C. D. G. Roberts ..	Macmillan	1.50
The Boy Scouts	W. P. Chipman ...	Burt	1.00
Be Prepared	A. W. Dimock	Field & Stream	1.50
The Boy Ranchers of Puget Sound	H. Bindloss	Field & Stream	1.50
Brandt and Red Jacket	E. Eggleston	Dodd, Mead & Co., .	1.50
Camp and Trail	Isabel Hornsbrook .	Lothrop	1.50
Camp and Trail	S. E. White	Doubleday	1.25
Camp and Trail Methods ..	E. H. Kreps	A. R. Harding .....	.60
Camp Fire and Wigwam	E. S. Ellis	Winston Co.	1.00
Camp Fire Musings	W. C. Gray	Revell	1.00
Campmates	K. Munroe	Harper	1.25
Canoemates	K. Munroe	Harper	1.25
Comrades on the Trails ...	T. Roberts	L. C. Page Co.	1.50
Camp Trail	I. Hornibook	Lothrop	1.50
Deerslayer	J. F. Cooper	Putnam	1.25
Dale and Fraser, Sheepmen	S. F. Hamp	Wilde	1.50
Dick Among the Seminoles .	A. W. Dimock	Field & Stream	1.50
Dick in the Everglades	A. W. Dimock	Field & Stream	1.50
Dick Among the Lumberjacks	A. W. Dimock	Field & Stream	1.50
Forest Runners	J. A. Altscheler	Appleton	1.50
Footprints in the Forest ...	E. S. Ellis	Winston .....	.60
The Forest Castaways	F. O. Bartlett	Century	1.50
Freebooters of the Wilderness	A. C. Laut	Moffat, Yard	1.35
Grizzly Bear	W. H. Wright	Scribner	1.50
Jack the Young Explorer ..	G. B. Grinnell	Field & Stream	1.50
The Kidnapped Campers ...	F. A. Canfield	Harper	1.25
Leather Stocking Tales ...	J. F. Cooper	Putnam	1.25
Long Trail	H. Garland	Harper	1.25
Last of the Mohicans	J. F. Cooper	Putnam	1.25
Little Smoke	W. O. Stoddard ...	Appleton	1.50
Log of a Cowboy	A. Adams	Houghton	1.50
New Brewster's Year in the Big Woods	C. J. Hawkins	Little, Brown	1.25

HEROES OF THE OUT-OF-DOORS — Continued

Title	Author	Publisher	Price
On Horseback in Virginia	G. D. Warner	Houghton	\$ 1.25
The Open Window	M. W. Wright	Grosset & Dunlap	.75
Oakdale Boys in Camp	M. Scott	Hurst	.60
Pathfinder	J. F. Cooper	Putnam	1.25
Pioneer	J. F. Cooper	Putnam	1.25
Prairie	J. F. Cooper	Putnam	1.25
Pluck on the Long Trail	E. L. Sabin	Crowell	1.25
Pony Tracks	F. Remington	Harper	1.75
Pocahontas	E. Eggleston	Dodd, Mead	1.50
The Pioneers	J. F. Cooper	Houghton	1.00
The Pecks in Camp	A. T. Dudley	Lothrop	1.25
Rolf in the Woods	E. T. Seton	Doubleday	1.75
Range and Trail or the Bar B's Great Drive	Edwin L. Sabin	Crowell	1.50
Red Eagle	E. Eggleston	Dodd, Mead	1.50
Running the River	G. C. Eggleston	Amer. Sales Book	1.25
Story of the Trapper	A. C. Laut	Appleton	1.25
Sportsman "Joe"	E. W. Sandys	Macmillan	1.50
Stories of the Great West	T. Roosevelt	Century	.60
Stories of the Cowboy	E. Hough	Appleton	1.50
Story of An Indian	G. B. Grinnell	Appleton	1.50
Silent Places	S. E. White	Doubleday	1.50
Stories of the Good Green Woods	C. Hawkes	Crowell	.75
The Signal Boys	G. C. Eggleston	Putnam's	1.25
The Way of An Indian	F. Remington	Duffield	1.50
Trapper "Jim"	Edwin Sandys	Macmillan	1.50
Two Little Savages	E. T. Seton	Doubleday	1.75
Wolf Hunters	Joseph O. Curwood	Bobbs, Merrill	1.50
With the Indians in the Rockies	W. J. Schulz	Houghton	1.25
Young Trailers	J. A. Altscheler	Appleton	1.50

ANIMAL AND NATURE STORIES

Around the Campfire	C. G. D. Roberts	Crowell	.75
Animals At Home	Lillian Bartlett	Amer. Book Co.	.45
Animal Artisans	C. J. Cornish	Longmans	1.25
At Home in the Water	G. H. Corson	Y. M. C. A. Press	.75
Along Four Footed Trails	Ruth A. Cook	James Pott	.75
Animal Heroes	E. T. Seton	Scribner	2.00
Biography of a Silver Fox	E. T. Seton	Century	1.50
Biography of a Grizzly	E. T. Seton	Century	1.50
Black Bruin	C. Hawkes	Jacobs	1.50
Black Bear	W. H. Wright	Scribner's	1.00
The Blue Cross Chase	H. K. Job	Baker, Taylor Co.	1.25
Camping for Boys	H. W. Gibson	Y. M. C. A. Press	1.00
Citizen Bird	M. Wright and E. Coues	Macmillan	1.50
Dan Beard's Animal Book and Campfire Stories	D. C. Beard	Moffat	1.75
Diomed	J. S. Wise	Macmillan	.60
Elo the Eagle and Other Stories	Floyd Bralliar	Pacific Pub. Co.	1.00
Excursions	H. D. Thoreau	Houghton	1.50
Half-Hours With the Lower Animals	C. F. Holder	Amer. Book Co.	.50

ANIMAL AND NATURE STORIES—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Haunters of the Silences ...	C. D. G. Roberts ..	Grosset & Dunlap ...	\$.75
House in the Water	C. D. G. Roberts ..	Page Co.	1.50
Haunters of the Pine Gloom	C. D. G. Roberts ..	Page Co. ....	.50
The Heart of the Ancient Wood	C. D. G. Roberts ..	Doubleday	1.50
Jock of the Bushveld	Sir P. Fitzpatrick ..	Longmans .....	.90
A Journey to Nature	A. C. Wheeler	Grosset & Dunlap ...	.75
Jungle Book	Kipling	Century	1.50
Kindred of the Wild	C. D. G. Roberts ..	Grosset & Dunlap ..	.75
King of the Mamozekel	C. D. G. Roberts ..	Page Co. ....	.50
Krag and Johnny Bear	E. T. Seton	Scribner .....	.50
Kings in Exile	C. G. D. Roberts ..	Grosset & Dunlap ..	.75
The King of the Thundering Herd	C. Hawkes	Jacobs	1.50
Life Histories of Northern Animals	E. T. Seton	Scribner	18.00
Little Beasts of Field and Wood	Cram	Small, Maynard	1.25
Lives of the Fur Folk	M. D. Haviland	Longmans	1.35
Lives of the Hunted	E. T. Seton	Scribner	2.60
Life of Animals	E. Ingersoll	Macmillan	2.00
Little Brother to the Bear ..	W. J. Long	Ginn	1.50
Lobo, Rag and Vixen	E. T. Seton	Scribner .....	.50
Lord of the Air	C. D. G. Roberts ..	Page Co. ....	.50
Mooswa	W. A. Fraser	Scribner	1.50
My Dogs in the Northland ..	E. R. Young	Revell	1.25
Master Frisky's Heroism ...	C. Hawkes	Jacobs	1.00
Northern Trails (Book I and II)	W. J. Long	Ginn	1.50
People of the Wild	F. St. Mars	Outing Pub.	1.25
Practical Rowing With Scull and Sween	A. W. Stevens	Little, Brown	1.00
Return to the Trails	C. D. G. Roberts ..	Page & Co. ....	.50
Red Fox	C. D. G. Roberts ..	Grosset & Dunlap ..	.75
The Romance of Animal Arts and Crafts	H. Coupin and John Lea	Lippincott	1.50
The Romance of the Animal World	Edmund Selous	Lippincott	1.50
The Romance of Modern Astronomy	H. MacPherson	Lippincott	1.50
The Romance of Bird Life ..	John Lea	Lippincott	1.50
Second Jungle Book	Kipling	Century	1.50
Shaggycoat	C. Hawkes	Jacobs	1.25
Shovelhorns, Biography of a Moose	C. Hawkes	Jacobs	1.50
Some Curious Flyers, Creep- ers and Swimmers	J. Johnnot	Amer. Book Co. ....	.40
Some Useful Animals and What They Do For Us ..	J. Monteith	Amer. Book Co. ....	.50
Squirrel and Other Fur Bearers	J. Burroughs	Houghton	1.00
Stories of Animal Life	C. F. Holder	Amer. Book Co. ....	.60
Stories of Humble Friends ..	Katharine Pyle	Amer. Book Co. ....	.50
The Squirrel (A Life Story)	T. C. Bridges	Macmillan	1.40
Short Stories of Our Shy Neighbors	Mrs. M. A. B. Kelly	Amer. Book Co. ....	.50
Tan and Teckle	C. Bryson	Revell	1.25
The Trail of the Badger ...	F. Hamp	Wilde	1

ANIMAL AND NATURE STORIES—Continued

Title	Author	Publisher	Price
The Trail of the Woods ..	C. Hawkes	Amer. Book Co.	\$.40
Trail of the Sand Hill Stag	E. T. Seton	Scribner	1.50
A Wilderness Dog	C. Hawkes	Jacobs	1.50
The Wolf Patrol	John Finnemore ..	Macmillan	1.50
Ways of Wood Folk	W. J. Long	Ginn .....	.60
Wild Animals I Have Known	E. T. Seton	Scribner	2.00
Wilderness Ways	W. J. Long	Ginn & Co. ....	.45
Wild Life on the Rockies ..	Enos A. Mills	Houghton	1.75
Wild Life of Orchard and Field	E. Ingersoll	Harper	1.40
Wolf, The Storm Leader ...	Frank Caldwell	Dodd, Mead & Co. ..	1.60
Wood Folk at School	W. J. Long	Ginn & Co. ....	.50
Water Wonders Every Child Should Know	J. M. Thompson	Doubleday	1.10
A Watcher in the Woods ...	D. L. Sharp	Century .....	.84
Ways of Nature	J. Burroughs	Houghton	1.50
Wilderness Homes	O. Kemp	Outing Pub. Co.	1.25
Woodmyth and Fable	E. T. Seton	Century	1.25
Wonders of Nature	E. Singleton	Dodd, Mead	1.60
Watchers of the Camp Fire	C. G. D. Roberts ..	Page Co. ....	.50
Watchers of the Trails	C. G. D. Roberts ..	Grosset & Dunlap ..	.75
Ways of the Woods	E. Breck	Putnam's	1.25

HEROES OF SERVICE

Autobiography	J. G. Paton	Revell	1.50
The Apostle of Alaska	J. W. Arxtander ..	Revell	1.50
The Big Brother of Sabin St.	I. T. Thurston	Revell	1.00
The Bishop's Shadow	I. T. Thurston	Revell	1.00
Bishop Hannington and the Story of the Uganda Mission	W. G. Berry	Revell	1.00
Beach Patrol, A Story of the Life-saving Service	W. Drysdale	Wilde	1.50
The Battle of the Bears ...	E. R. Young	Wilde	1.50
The Counsel Assigned	M. R. S. Andrews ..	Scribner .....	.50
Captains of Industry	J. Parton	Houghton	1.25
Captain Thomas A. Scott ..	F. H. Smith	Unit. Assoc. ....	.50
Doctor Luke of the Labrador	W. Duncan	Revell	1.50
Down North on the Labrador	W. T. Grenfell	Revell	1.00
Down to the Sea	W. T. Grenfell	Revell	1.00
Dr. Greenfell's Parish	N. Duncan	Revell	1.00
Florence Nightingale, The Angel of the Crimea	L. E. Richards	Appleton	1.25
Famous Givers and Their Gifts	S. K. Bolton	Crowell	1.50
General Gordon, The Christian Soldier	G. B. Smith	Revell .....	.75
The Great Peacemaker	H. C. Watson	Lothrop .....	.75
God's Troubadour: The Story of St. Francis of Assisi	S. Jewett	Crowell	1.25
Heroes of the South Seas ..	M. B. Banks	Am. Tr. Soc.	1.25
The Harvest of the Sea	W. T. Grenfell	Revell	1.00
Heroes of Progress in America	C. Morris	Lippincott	1.25

HEROES OF SERVICE—Continued

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
In the Tiger Jungle	J. Chamberlain	Revell	\$ 1.00
In the Cobra's Den	J. Chamberlain	Revell	1.00
James Gilmour and His Boys	J. Gilmour	Revell	1.25
James Evans: The Apostle of the North	E. R. Young	Revell	1.25
Life of Bishop Patteson	J. Page	Revell .....	.75
Life of David Brainerd	J. Page	Revell .....	.75
Life of Florence Nightingale	E. P. Pollard	Revell .....	.75
Life of Peter Cooper	R. W. Raymond ...	Houghton ..	.75
Life of Sir George Williams	J. E. H. Williams ..	Y. M. C. A. Press ..	.60
Lure of the Labrador Wild.	D. Wallace	Revell	1.50
Life of Joseph Hardy Neesima	J. D. Davis	Revell	1.00
Life of William H. Baldwin, Jr.	J. G. Brooks	Houghton ..	1.50
The Life Savers	J. O. Kaler	Dutton	1.50
The Light House Keepers .	J. O. Kaler	Dutton	1.50
Lyra Heroica	W. E. Herley	Scribner	1.25
My Dogs in the Northland .	E. R. Young	Revell	1.25
Memorial of Horace Wm. Rose	H. W. Hicks	Y. M. C. A. Press ..	.65
Memorial of Horace Tracey Pitkin	R. E. Speer	Revell	1.00
On the Indian Trail	E. R. Young	Revell	1.00
On Trail and Rapid by Dog-sled and Canoe	H. A. Cody	Lippincott ..	1.00
The Personal Life of David Livingstone	W. G. Blaikie	Revell	1.50
Poems of Action	D. Porter	Y. M. C. A. Press .	1.00
Pilkington of Uganda	C. F. H. Battersby.	Revell	1.50
Story of David Livingstone.	V. Golding	Dutton .....	.50
Story of a Short Life	J. H. Ewing	Crowell .....	.75
Story of Sir Henry M. Stanley	V. Golding	Dutton .....	.50
The Scout Master of Troop No. 5	I. T. Thurston	Revell	1.00
Story of Chalmers of New Guinea	J. H. Kelman	Dutton	1.50
Tamate: The Life Story of James Chalmers	R. Lovett	Revell	1.25
Vikings of To-day	W. T. Grenfell	Revell	1.20
Winners of the World During Twenty Centuries ...	W. E. Gardner	Revell .....	.60
Walter Reed and The Yellow Fever	H. A. Kelly		
The Wonder Workers	M. H. Wade	Little, Brown	1.00
Young Men Who Overcame.	R. E. Speer	Revell	1.00

HEROES OF SPORTS

An American Boy at Henley	F. E. Channon	Little, Brown	1.50
At the Home Plate	A. T. Dudley	Lothrop	1.25
Book of College Sports	W. Camp	Century	1.75
Baby Elton, Quarter-back ..	L. W. Quirk	Century	1.25
Bartley, Freshman Pitcher .	W. Heyliger	Appleton	1.25
Batter Up	H. Williams		

INSPIRATIONAL MESSAGES — Continued

Title	Author	Publisher	Price
Stepping Stones	O. S. Marden	Lothrop	\$ 1.25
Success	O. S. Marden	Wilde	1.25
Talks With Great Workers ..	O. S. Marden	Crowell	1.50
Waste Not Want Not Stories	M. Edgeworth	Houghton .....	.15
Winning Out	O. S. Marden	Lothrop	1.00
What Shall Our Boys Do			
For a Living	Chas. F. Wingate ..	Doubleday	1.00
Winning Their Way	J. T. Faris	Stokes	1.50

STORIES

Amateur Fireman	J. Otis	Dutton	1.50
Billy To-morrow	S. P. Carr	McClurg	1.25
The Boy From Hollow Hut ..	I. M. Mullins	Revell	1.25
Beach Patrol	W. Drysdale	Wilde	1.50
Cab and Caboose	K. Munroe	Putnam	1.25
Crowded Out of Crofield ..	W. O. Stoddard ..	Appleton	1.50
Elm Island Stories — 6			
Vol's.	E. Kellogg	Lothrop	each 1.25
From Cattle Ranch to Col- lege	R. Doubleday	Doubleday	1.25
The Fast Mail	W. Drysdale	Wilde	1.50
A Full-back Afloat	A. T. Dudley	Lothrop	1.25
Freckles	G. S. Porter		
Hoosier School-boy	E. Eggleston	Scribner	1.00
His Own Master	J. T. Trowbridge ..	Lothrop	1.25
Master Skylark	J. Bennett	Century	1.50
Mr. Responsibility, Partner ..	C. Messer	Lothrop	1.00
The Measure of a Man	N. Duncan	Revell	1.25
The Man From Glengarry ..	R. Connor	Revell	1.50
A Start in Life	J. T. Trowbridge ..	Lothrop	1.00
Sandy Sawyer, Sophomore ..	R. D. Paine	Scribner	1.50
Teddy and Carrots	J. Otis	Estes	1.25
The Tinkham Brothers' Tide- mill	J. T. Trowbridge ..	Lothrop	1.25
Nells Brothers; The Young Cattle Kings	A. Adams	Houghton	1.20
Work and Win	Edward S. Ellis ..	Burt	1.00
With the Flag at Panama ..	H. C. Weir	Wilde	1.50
Winning His Way	C. L. Coffin	Estes	1.25
Young Railroaders	F. L. Cooms	Century	1.50
Young Supercargo	W. Drysdale	Wilde	1.50
Year In a Coal Mine	J. Husband	Houghton	1.10
Young Timber-cruisers	H. Pendexter	Small, Maynard ...	1.20

HEROES WHO OVERCAME

BIOGRAPHY

Against Heavy Odds	H. H. Boyesen	Scribner	1.25
Against Wind and Tide, and Other Stories	L. C. Moulton	Little .....	.50
Boy's Book of New Inven- tions	H. E. Maule	Doubleday	1.60
Boyhood in Norway	H. H. Boyesen	Scribner	1.25
Boys' Life of General Grant	T. W. Knox	Saalfeld	1.50
Leb West; Master Diver ..	F. H. Smith		

HEROES WHO OVERCAME — *Continued*

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Price</i>
Captains Courageous	R. Kipling	Century	\$ 1.50
David Copperfield	C. Dickens	Crowell	1.00
Explorers and Founders of America	A. E. Foote	Amer. Book Co. ....	.60
Four Great Americans	J. Baldwin	Amer. Book Co. ....	.50
Great White North	H. S. Wright	Macmillan	2.50
Heroes and Martyrs of In- vention	G. M. Towle	Lothrop .....	.60
How It is Done; or, the Victories of the Engineer	A. Williams	Nelson	1.25
In the Days of William the Conqueror	E. M. Tappan	Lothrop	1.00
Jinks' Inside	H. H. Hobson	Jacobs	1.00
Life of S. B. F. Morse	J. Trowbridge	Small .....	.75
A Life of Lincoln for Boys	F. C. Sparhawk	Crowell .....	.75
Land of Pluck	M. M. Dodge	Century	1.50
North Pole; Its Discovery in 1909, etc.	R. E. Peary	Stokes	4.80
Pushing to the Front	O. S. Marden	Crowell	1.00
Oliver Twist	C. Dickens	Crowell	1.00
Panama and The Canal	A. B. Hall and C. L. Chester	Newson .....	.75
Robinson Crusoe	D. DeFoe	Crowell .....	.50
Swiss Family Robinson	Wyss	Crowell .....	.50
Story of Robert Fulton	P. F. Miller	Miller	1.00
Stories of the Great As- tronomers	E. S. Holden	Appleton .....	.60
Success; A Book of Ideals, Helps and Examples	O. S. Marden	Wilde	1.25
Stories of Inventors	R. Doubleday	Doubleday	1.25
Stories of Discovery Told By Discoverers	E. Hale	Little	1.25
Story of Jack Ballister's For- tunes	H. Pyle	Century	2.00
True Tales of Arctic Hero- ism In the New World ..	A. W. Greely	Scribner	1.50
Through the Mill	F. K. Brown	Pilgrim	1.35
A Virginia Cavalier	M. E. Seawell	Harper	
Widow O'Callaghan's Boys .	G. Zollinger	McClurg	1.50
Winning Their Way	J. T. Faris	Stokes	1.50
Winning Out	O. S. Marden	Lothrop	1.00

INDEX

	PAGE		PAGE
Adolescent Age, Characteristics of	72	Accomplishments	3
Adolescent Age, General Characteristics of	62	Boy Scouts of America, Origin of the	1
Adolescent Change, The	71	Boy the Main Issue	88
Adolescent Types and Characteristics	97	Boy-Types, Classes of	73-79
Adoption of National Flag	25	Boy Work, Principles of	69
Adult Group Leader, The	283	Boyce, W. D.	1
Advice of Chief Scout Seton	32	Boys, Need of Reading and Study in Understanding	89, 98
Advancement through the Scout Degrees	83	Boys, Restlessness of	93
Afternoon Hike	204, 219	Boxing the Compass	122
Age Limit for the Tenderfoot Degree	21	Bugling	237
Aim of the Scout Law	60	Bully, The	76
Alexander, John L.	285	Business Meeting	222
Altruism	278	By-Laws for Local Councils	10-11
American Boy Scouts	1	Call of Service and Citizenship, The	63
American Chivalry	280	Camp Inspection	232
Appeal of Scouting, The	63	Camp-Making	150-156
Appeal to Interest	101	Camp, Planning for	150
The Application Forms	253	Camping	178-182
Application of Self-Government	69	Canoe Tilting	238
Archery	219	Cautionary Measures	18
Archery Contest	193	Ceremony of Investiture	57
Assistant Scout Masters	16	Ceremony of Manhood	278
Astronomy	198	Chamberlain, Prof. A. F.	89
Athletics	203	Changes in Scout Oath, Scout Law and Requirements	59
AX, Use of	43	Characteristics of the Adolescent Age	72
Backward Boy, The	75	Charter, Application for	14
Baden-Powell, Lieut.-Gen. Sir Robert S. S.	1, 2	Chief Scout and His Staff	4
Badges	114	Chief Scout Citizen Roosevelt	3
Badges, Merit	53	Chief Scout Woodsman Gifford Pinchot	3
Baldwin, Professor	91	Child Resemblance to the Savage	90
Barrel Tilting	238	Childs, George W.	286
Basket Seat	245	Childhood, Early Laws of	90
Beard, Daniel C.	280	Chivalric Duties	278
Big Hike	36	Chivalry, American	280
Biscuit, To Bake	39	Chivalry, Decline of	279
Body, The, Health and Care of	127	Chivalry, Modern Conceptions of	284
Boy Epochs	96	Chivalry, Origin of	278
Boy-Handling, Problems of	81	Chivalry Period of Boy-Life	281
Boy-Leader,	94	Choleric Boy, The	74
Boy-Life and Race History	95	Classes of Boy-Types	73
Boy-Life, Chivalry Period of	281	Cleaning Camp	181
Boy Scouts of America, Early		Coe, Prof. Geo. A.	92

	PAGE		PAGE
Committee on Permanent Organization	2	Examinations	54, 268
Compass Points	124	Examinations for First Class Scout	216-218
Compass, The Sixteen Points of	34	Examinations for Tenderfoot Scouts	108
Competitions, Individual	235	Executive Board, Powers and Duties	3
Competitive Contests	277	Failure to Keep Engagements ..	85
Contest, Archery	193	Far Sight	49
Contest, Fire-Lighting	192	Fathers, Influence of	66
Contest, Inter-Patrol	223	Field Day	129, 230
Contest in Tree-Study	131	Field Practice	159
Contest, Javelin	192	Field Scouting, First Principles of	106
Contest, Swimming	193	Field Study	168
Contest, Tilting	194	Finances	266
Contests, Competitive	277	Fire-Lighting Contest	192
Contests, Inter-Patrol, Methods of Marking	56	Fire-Making Test	32
Conventional Signs Used in Field Sketching	44-47	Fireman's Grip	241
Cooking	38	First Aid	37
Cooking Drill	154	First Aid Drill	240
Cooking Instruction	200	First Aid Practice	198
Cooking Practice	214	First Aid Race	232
Cooking Test	33	First Aid Test	28
Co-operation with Other Interests ..	6	First Class Scout Examinations	216-218
Creation of Enthusiasm	101	First Class Scout Investiture ..	220
Constitution for Local Councils ..	7-9	First Class Scout Requirements	34-51, 167
Constitution, Model Form for ..	256	First Display of National Flag in Battle	24
Constitutional Convention	141	First Meeting	99
Constitutional Form	256	Fiske, Prof. Geo. W.	90, 95, 282
Daily Good Turn, Importance of ..	87	Flag, Composition and History of	23-25
Daily Good Turn, The	285	Flag, Respect due	25
Deficient Boy, The	78	Folk Tales, Importance of	283
Distance Judging	48	Forbush, Dr. William B.	90, 93
Distinguished Scout	271	Foreign-Born Boy, The	79
Doing Good, The Habit of	286	Forgetful Boy, The	78
Dollar Bank-Deposit	33	Fowl, To Cook	38
Drawing Maps	42	Gang Idea, The	254
Drill, Staff	228	Gentleman, The Qualities of ..	287
Drill, The Litter	247	Girl-Struck Boy, The	77
Duties of the Scout Commissioner	13	Golden Rule	286
Duties of the Scout Master	15	Government, Stages of Evolution of	95
Duties of the Scout Secretary ..	13	Grading by Age	251
Early Definite Accomplishments ..	3	Grouping Boys	250
Early Laws of Childhood	90	Grouping Standards	79
Echo Type of Boy	76	Growth and Development of the Boy Scouts	1
Efficiency Field Practice	159	Health and Care of the Body ..	127
Efficiency Percentages	201	Hero-Story, Importance of	283
Engagements, Failure to Keep ..	85	Hall, Stanley	90
Election of Patrol Leaders	138	Hall, Dr. Winfield S.	92, 222
Equipment	267		
Evening Instruction in Scout Craft	176		
Evening Scout Drills	209		
Evolution of Government, Stages of	95		
Evolution of Industry, Stages of ..	95		

	PAGE		PAGE
History of the National Flag	23-25	National Boy Scouts Disband	2
Hoecake, To Bake	39	National Council, Composition of	2
Homes, and the Scout Master	66	National Council, First Meeting	3
Honor Scout	272	National Flag, Composition and History of	23-25
Human History, Periods of	93	National Headquarters	4
Hunter's Stew, To Make	38	Nature Observation	49, 111
Hutchinson, Dr. Woods	94	Negro Boys	79
Hybrid Boy, The	74	Non-Partisanism of Boy Scouts	6
Incorporation of the Boy Scouts of America	1	Oath, Changes in	59
Individual Competitions	235	Observation Practice	157
Industry, Stages of Evolution of	95	Observation Scouting	206
Installation of Patrol Leaders	143	Officers of Local Councils and Their Duties	12
Instruction in Practical Scouting	119	Officers of National Council	2
Inter-Patrol Contests	223	On the March	195
Investiture Ceremony	57	Order of Business	265
Investiture of First Class Scout	220	Organization of a Patrol	254
Investiture of Second Class Scouts	169	Organization of Local Councils	5-19
Investiture of Tenderfoot Scouts	115	Organizations, Need of Strong and Efficient	85
Javelin Contest	192	Origin of the Boy Scouts of America	1
Judging Distance	48	Outdoor Sports	191
Kim's Game	49	Over-Ambitious Boys	79
Knife and Hatchet Test	31	Overnight Hike	149, 177
Knot-Tying, Knowledge of	127	Parental Objection	84
Leaders, Personal Traits of	282	Patient with Injured Leg	240
Leadership, Relative	282	Patrol Competitions	232
Life Buoy Throwing	237	Patrol Leader and the Scout Master	82
Litter Drill	247	Patrol Leaders, Installation of	143
Local Council Officers and Their Duties	12	Patrol Leaders, Nomination and Election of	138
Local Councils and Their Officers	4-19	Patrol Leaders, Training	17
Manhood, Ceremony of	278	Patrol Meetings	254
Manhood, Important Characteristic of	287	Patrol Meetings, Lack of Interest in	84
Manual of Marching	224	Patrol, Organization of	254
Map and Nature Study	167	Patrol Property	267
Map Reading	41	Patrol Records	274
Marching	195	Patrol Scouting	140
Marching, Manual of	224	Periods of Human History	93
Marden, Orison Swett	285, 287	Phlegmatic Boy, The	74
Masterful Boy, The	75	Physical and Intellectual Restlessness of Boys	93
Meetings of Patrols	254	Pinchot, Gifford, Chief Scout Woodsman	3
Meetings of Troops	255	Poison Oak and Poison Ivy	50
Meetings, Programmes for	99-224	Practical Scouting	111
Merit Badges	53	Practical Scouting, Field Day	129
Message Relay Race	234	Practice of Second Class Scout Requirements	120
Methods of Marking Inter-Patrol Contests	56	Principles of Boy-Work	69
Mischievous Boy, The	75	Problem of Grouping Boys	250
Money-Making Spirit	83	Proficient Scout	271
Morgan's Game	49	Programmes for Scout Masters	99-224

	PAGE		PAGE
Progressive Scout Work	52	Scout Master, His Duties and Re-	
Property of Patrols	267	sponsibilities	15
Property of Troops	268	Scout Master and Patrol Leader	82
Publicity Campaign	5	Scout Master, Qualifications of	64
Purpose of First Class Scout Re-		Scout Master, The, and the Fa-	
quirements	34	ther	65
Qualifications of the Scout Mas-		Scout Master, The, and the	
ter	64	Home	66
Quick Sight	49	Scout Master, The, and Re-	
Rabbit Stew, To Cook	38	ligion	67
Race Epochs	96	Scout Master, The, and the	
Race History and Boy Life	94	School	66
Race-Life and Boy-Life	95	Scout Master, The, as a Real	
Religion, Importance of	88	Leader	70
Recapitulation Theory	91	Scout Master, The Spirit of the	68
Record Systems	269, 274	Scout Masters, Assistant	16
Regulations for Field Day	231	Scout Master's Commission,	
Relay Races	234	Method of Obtaining	15
Religion and the Scout Master ..	67	Scout Master's Duty	84
Religious Interference	84	Scout Masters' Reports	276
Reports, Scout Masters'	276	Scout Meetings, Programmes for	
Requirements for First Class		.....	99-224
Scouts	34	Scout Oath and Law	23
Requirements of Second Class		Scout Oath, Changes in	59
Scout	27	Scout Principles, Assimilation of	51
Requirements of Scouts	20-58	Scout Problems, The Solution of	87
Respect Due the Flag	25	Scout, Proficient	271
Reticent Boy, The	77	Scout Reporting	174, 201, 221
Roosevelt, Theodore, Honorary		Scout Secretary and His Duties	13
Vice-President	3	Scout Work is Progressive	52
Ross, Betty, Designs the Na-		Scout Yells	102
tional Flag	23	Scouting a System of Action ...	82
Rules, Infringements of	71	Scouting as Auxiliary to Home,	
Sanguine Boy, The	74	School and Church	62
Sanitation	181	Scouting, First Principles of ..	106
School and the Scout Master ...	66	Scouting is Recreational	67
Scout Advancement	52	Scouting Provides Occupation for	
Scout Commissioner and His Du-		Leisure Hours	63
ties	13	Scouting, The Appeal of	63
Scout Commissioner, The Selec-		Scouting, The Real Test in	51
tion of	14	Scoutcraft	176
Scout Evening	213	Scoutcraft Practice	188
Scout Examinations	54, 268	Scout's Pace Test	30
Scout Degrees, Advancement		Scouts, Starting a Troup	251
through	83	Second Class Scout Investiture..	169
Scout Demonstrations	210	Second Class Scout Require-	
Scout Differences	70	ments	27, 163
Scout Differences	70	Self-Conscious Boy, The	77
Scout, Distinguished	271	Self-Government, Application of.	69
Scout Field Day	230	Semaphore Signaling	205
Scout, Honor	272	Seton, Ernest Thompson.....	2, 3, 280
Scout Idea, Spread of	62	Seton, Ernest Thompson, Ad-	
Scout Law, Aim of	60	vice as Chief Scout	32
Scout Law, and Requirements,		Shop Window Game	49
Changes in	59	Shy Boy, The	76
		Signal Practice	133, 204, 214
		Signaling	36, 233
		Signaling Tests	28
		Sixteen Points of the Compass ..	24

	PAGE		PAGE
Sketching, Conventional Signs		Tilting Contest	194
Used in Field	44-47	Tracks and Trailing	145
Sketch Maps, Drawing	42	Tracking Tests	29
Small Boy versus the Older Boy	82	Trailing	145
"Smartie" Boys	76	Training Others	51
Spread of the Scout Idea	62	Training Patrol Leaders	17
Spirit of Scouting, The	68	Transportation of the Wounded	240
Spirit of the Scout Law	60	Tree-Study, Contest in	131
Spirit of the Scout Master	68	Troop Affiliations	16
Staff Drill	228	Troop Age	250
Staff of the Chief Scout	4	Troop and Patrol Organization	136
Staff Relay Race	234	Troop Business Session. 172, 194, 205	
Standards, Grouping	79	Troop Committees	260
Star Constellations	50	Troop Constitution and By-Laws	255
Star Lashing Competition	234	Troop Equipment	267
Strong and Efficient Organizations, Need of	85	Troop Finances	266
Study, The Need of	65	Troop of Scouts, Starting	251
Swimming	35, 203	Troop Meetings	17, 255
Swimming Contest	193	Troop Meetings, Lack of Interest in	84
Taft, Wm. H., Honorary President	13	Troop Politeness and Courtesy	265
Team Work	83	Troop Property	268
Tenderfoot Badges	114	Troop Records	275
Tenderfoot Requirements	20-26	Troops and Patrols	16
Tenderfoot Scout Examinations	108	Tug-of-War Contest	139
Tenderfoot Scout Investiture	113	Two Dollars in the Bank	36
Tent Pitching	233	Unfortunate Boy, The	78
Tenting Instruction	148	Wage-Earning Boys	79
Test, The Real, in Scouting	51	Weak Boy, The	75
Tests for First Class Scouts	34-51	Wig-Wag Flags	135
Tests for Second Class Scouts	27-34 160	Working-Boy's Chance for Scout-ing	85
Test for Tenderfoot Service	27-28	Wounded, Transportation of	240
Theory of Recapitulation	91	Yells	102
Things to Remember	18		



·
I
C
C
I
F
T
A
F
H
H
M
M
Fl
Fl
A
Sa
Fe
Fl
r
Ne
C
Vc
Vi
Vii
ot
ot
ea
ou

gai
gai
Ot
oy'
tio
y/h
s'
b

219.43
8h
Stanford University Libraries



3 6105 010 610 884

STANFORD UNIVERSITY LIBRARIES
CECIL H. GREEN LIBRARY
STANFORD, CALIFORNIA 94305-6004
(415) 723-1493

All books may be recalled after 7 days

DATE DUE

JUN 30 2001
MAY 31 2001

